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This instruction guide was prepared in order to assist schools in upgrading their health education programs. It is organized in a K-12 sequence of appropriate concepts indicating articulation between the primary, intermediate, junior, and senior high levels, but it provides flexibility for local school district scheduling. The format within each unit includes: (1) specific aims and objectives, (2) an outline of content, activities and experiences, and (3) resource materials. The guide may be used as a lesson plan for those teachers beginning new programs, or as a supplement to already-existing health programs. It is recommended as enrichment material for use at appropriate placement in the over-all program of all schools because it embodies concepts selected from the best guides available from the states and cities, as well as from all of the references obtainable from publishers in the field. Areas covered are safety, mental and family health, personal health, alcohol, first-aid, sex education, consumer health education, and health careers. (Author/CJ)

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K-12 HEALTH INSTRUCTION GUIDE
for
Colorado Schools

COLORADO DEPARTMENT OF EDUCATION

COLORADO DEPARTMENT OF EDUCATION

Byron W. Hansford, Commissioner

Denver, 1969

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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K-12 Health Instruction Guide for Colorado Schools

prepared under the supervision
of the
COLORADO ADVISORY COMMITTEE ON SCHOOL HEALTH

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COLORADO DEPARTMENT OF EDUCATION
Denver, 1969

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FOREWORD

Most graduates of teacher preparation institutions have completed only minimum courses in health instruction. The need for teaching materials in this area has long been great.

I am hopeful that *The K-12 Health Instruction Guide for Colorado Schools* will aid in filling this need. It should prove to be of aid, not only in incorporating health education in the curriculum, but also in stimulating schools to introduce health instruction units or courses at appropriate grade levels. The concepts, activities, and references contained here should prove useful to teachers assigned to these important instructional areas.

Byron W. Hansford
Commissioner of Education

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INTRODUCTION

This instruction guide was prepared for the express purpose of assisting schools in upgrading their health education program. The content was outlined by the Department's Advisory Committee on School Health. A graduate class in **Curriculum Problems in Health Education** at the University of Colorado developed a detailed manuscript which was refined by the Committee and its contracted editor for publication.

The guide is organized in a K-12 sequence of appropriate concepts indicating articulation between the primary, intermediate, junior, and senior high levels—but provides flexibility for local school district scheduling. The format within each unit includes specific aims and objectives; outline of content; activities and experiences; and resource materials. Use of the guide is limited only to the ingenuity of the teacher.

For those schools and teachers who are beginning new programs, the guide may be used as a lesson plan. For those who are teaching in on-going programs, it may be a supplement to the teachers' outlines. For all schools it is recommended as enrichment material for use at appropriate placement in the over-all program because it embodies concepts carefully selected from the best guides available from the states and cities as well as all of the references obtainable from publishers in the field.

John Haberbosch, Director
Elementary and Secondary Education

CHAPTER I

Safety and Accident Prevention

Accidents are caused; they don't just happen! The need to study safety and accident prevention should be apparent to all school personnel. Accident prevention is a result of study, analysis, and planning to remove the underlying causes.

General Aims and Objectives

A. To reduce physical hazards in the home environment so as to assure freedom to live, work, and play safely; is to promote a family program of continuous guidance that develops confidence and the ability to protect one's self and others;

B. To provide instruction (recognizing ever-changing needs) which progressively reduces physical hazards, and educates for safe living through example and participation.

C. To promote individual and cooperative community effort among agencies and organizations. To develop a program of action which meets conditions affecting the safety of youth.

D. To analyze and use the data from accident reports which are essential to a school safety program.

CONTENT OUTLINE FOR PRIMARY GRADES

A. Civil Defense—Disaster.
   1. Reasons for having disaster training.
   2. Safe practices under disaster conditions.
      a. Before the disaster.
      b. At the time of natural disaster.
      c. At the time of man-made disaster.
      d. At the time of enemy attack.

B. Firearms, Explosives, and Fireworks.
   1. Firearm Safety.
      a. Reasons for studying.
      b. Safe practices in regard to firearms.
   2. Explosives and Fireworks.
      a. Reasons for studying about explosives and fireworks.
         1. Dangers are not entirely outlawed.
         2. Danger of powder burns and eye injury.
         3. Danger from being hit by flying objects.
         4. Danger from flammable liquids and gases.
      b. Safe practices with the use of explosives and fireworks.

C. Fire Prevention.
   1. Why study fire prevention.
   2. Factors related to safety with fire.
   3. Role of the fire department in the community.
   4. Safe practices in regard to fire.
      a. Fire drills.
      b. What to do in case of fire.
      c. Fire prevention.

D. Home Safety.
   1. Reasons for studying home safety.
   2. Practices to avoid falls.
   3. Practices to avoid burns.
   4. Practices to avoid cuts and bruises.
   5. Practices to avoid poisoning.
   6. Practices to avoid strangulation and suffocation.
   7. Practices to avoid electrocution.
   8. Safe practices in regard to play equipment and toys.
   9. Safe practices in regard to pets and other animals.

E. Pedestrian Safety.
   1. Reasons for studying pedestrian safety.
      a. Increasing number of vehicles.
      b. Greater speed of automobiles.
      c. More pedestrians.
      d. Wider streets and highways.
   2. Practices of pedestrian safety.
      a. Cross only at intersections or crosswalks.
      b. Stop; look both ways and for turning cars before crossing.
      c. Cross quickly; don't run.
      d. Obey traffic signs and signals.
      e. Do not accept rides from strangers.

F. Passenger Safety.
   1. Reasons for studying passenger safety.
   2. Safety practices as a passenger.
      a. In an automobile.
         (1) Always remain seated.
         (2) Keep head and arms inside vehicle.
         (3) Keep hands off doorknobs or handles.
         (4) Be cautious when closing door.
         (5) Use seat belt if one is provided.
      b. In school bus
         (1) Obey the driver and school safety patrol member explicity.
         (2) Arrive at bus stop on time.
         (3) While waiting for the bus, do not play in the road.
         (4) When crossing highway to board bus, always
            (a) wait for signal from driver or patrol.
            (b) walk in front of bus.
         (5) In general, follow instructions given in section under automobiles.

G. School Safety Patrol.
   1. Purposes of the different patrols of the school.
   2. Duties of different patrol members.
      a. Traffic patrol.
      b. Hall patrol.
      c. Bus patrol.
      d. Others.

H. Safety in and around School.
   1. Reasons for studying safety in and around school.
   2. Safe practices in and around school.
      a. Halls and stairs.
      b. Washrooms.
      c. Classrooms.
      d. Playground.

I. Safety in Physical Education.
   1. Reasons for studying safety in physical education.
   2. Practices of safety in physical education.
      a. Keeping playspace safe.
      b. Apparatus safety.
      c. Games.

J. Safety in Unsupervised Play.
   1. Reasons for studying about safety in unsupervised play.
   2. Safe practices while engaging in unsupervised play.
      a. Good sportsmanship.
      b. Respect for the properties of others.
      c. Respect for the safety of other persons.
      d. Understand and abide by the rules of the game.
   3. Selecting a safe play site.
   4. Where to avoid playing.
   5. Engaging in winter sports.
      a. Clothing.
      b. Equipment.
      c. Location.
      d. Conduct.

K. Student Accident Records and Analysis.
   1. The recognition of the value of student accident reports.
   2. Adoption of the Standard Student Accident Reporting System.
   3. Educate entire staff concerning the value of accident reporting.
   4. Train other teachers to fill out forms completely.
   5. Develop specific plans for use of reports.
   6. What accidents are reported.
      a. All injuries requiring a doctor's care.
      b. Those that keep a student out for half a day or more.
      c. All school jurisdictional accidents, however slight.

CONTENT OUTLINE FOR INTERMEDIATE GRADES

A. Civil Defense—Disaster.
   1. Reasons for having disaster training.
   2. Safe practices under disaster conditions.
      a. Before disaster.
      b. At time of natural disaster.
         (1) Tornado.
         (2) Flood.
         (3) Blizzards.
         (4) Forest Fire.
      c. At time of man-made disaster.
      d. At time of enemy attack.

B. Firearms, Explosives, and Fireworks.
   1. Firearm safety.
      a. Reasons for studying.
      b. Safe practices in regard to firearms.
         (1) Ten commandments of firearm safety.
         (2) Hunting.
   2. Explosives and fireworks.
      a. Reasons for studying.
         (1) Danger of powder burns and eye injury.
         (2) Danger of being hit by flying objects.
         (3) Danger from flammable liquids and gases.
      b. Safe practices with the use of explosives and fireworks.

C. Fire Prevention.
   1. Why study fire prevention?
   2. Factors related to safety with fire.
      a. What is fire?
      b. Most common causes of fire.
      c. Three classes of fire.
      d. How to extinguish each type of fire.
   3. Role of the fire department.
   4. Safe practices in regard to fire.
      a. Fire drills.
      b. What to do in case of fire.
      c. Fire prevention.

D. Home Safety.
   1. Reasons for studying home safety.
   2. Practices to avoid falls.
   3. Practices to avoid burns.
   4. Practices to avoid cuts and bruises.
   5. Practices to avoid poisoning.
   6. Practices to avoid strangulation and suffocation.
   7. Practices to avoid electrocution.
   8. Safe practices in regard to play equipment and toys.
   9. Safe practices in regard to pets and other animals.

E. Pedestrian Safety.
   1. Reasons for studying pedestrian safety.

a. Increasing number of vehicles.
b. Greater speed of automobile.
c. Wider streets and highways.

2. Practices of pedestrian safety.
a. Cross only at intersections or crosswalks.
b. Stop; look both ways and for turning cars.
c. Cross quickly; don't run.
d. Obey traffic signs and signals.
e. Obey the safety patrol or policeman.
f. Do not accept rides from strangers.

F. Passenger Safety.
1. Reasons for studying passenger safety.
2. Safety practices as a passenger.
a. In an automobile.
(1) Always remain seated.
(2) Keep head and arms inside vehicle.
(3) Keep hands off doorknobs or handles.
(4) Be cautious when closing door.
(5) Use seat belts.
b. In school bus.
(1) Obey the driver and school safety patrol.
(2) Arrive at bus stop on time.
(3) While waiting for the bus, do not play in the road.
(4) Allow younger children to board bus first.
(5) When crossing highway to board bus, always
(a) wait for signal from driver or patrol.
(b) walk in front of bus.

G. School Safety Patrol.
1. Purpose of the different patrols of the school.
2. Duties of different patrol members.
a. Traffic.
b. Hall.
c. Bus.
d. Others.
3. Requirements for becoming a patrol member.
4. Good practices for the patrol member.

H. Safety in and around School.
1. Reasons for studying.
2. Practices of safety in physical education.
a. Keep play space safe.
b. Dressing safety.
c. Apparatus safety.
d. Games and athletics.
e. Glasses and contact lens.

J. Safety in Unsupervised Play.
1. Reasons for studying.
2. Safe practices.
a. Good sportsmanship.
b. Respect for the properties of others.
c. Respect for the safety of others.
d. Understand and abide by the rules of the game.
3. Selecting a safe play site.
4. Engaging in sandlot sports.
a. Hazards to avoid.
b. Corrective measures to take.
5. Engaging in winter sports.
a. Clothing.
b. Equipment.
c. Location.
d. Conduct.

K. Bicycle Safety.
1. Reasons for studying bicycle safety.
2. Keeping bicycle in proper condition.
3. Practices of safe bicycle riding.
4. Community cooperation for safe bicycling.

L. First Aid.
1. Reasons for studying first aid.
2. Shock.
3. Artificial respiration.
4. Wounds (cuts, etc.).
5. Bruises.
6. Bleeding.
7. Burns.
8. Poisons.
9. Snake bites.

M. Water Safety.
1. Reasons for studying water safety.
2. Safe practices in and about water.
a. Where to swim.
b. Where not to swim.
c. When to swim.
d. When not to swim.
e. How much to swim.
f. What health precautions to observe.
g. What practices to follow while swimming.

Experiences and Activities

A. Discussion of safe play practices. Discuss ways to better present situations.

B. Visit local swimming pool.

C. Make a tour of the school plant. After the tour, discuss dangerous places to avoid; dangerous places that could be made safe; safe places that are dangerous if used for the wrong type of activity.

D. Make a map to show posts of the patrol members and discuss why they are posted in these areas.

E. Conduct bicycle skill test.

F. Take children on an excursion of the neighborhood to demonstrate and practice proper street crossings, reading traffic signs and symbols, and locating danger points. On returning to classroom, discuss and/or dramatize what has been observed. Have children draw pictures of correct street crossings, traffic signs and symbols.

G. Keep a record of any home accidents happening to members of the class or their friends.

H. Visit the fire department or police department and have an official talk to the class concerning the duties of the department.

I. Collect and post on bulletin board, news clippings illustrating cause and prevention of accidents.

J. Discuss the importance of "keeping your head" in a disaster.

K. Have children give a play showing good and/or bad safety habits.

References and Materials

A. Textbooks.
   1. Bauer, Montgomery, Wesley, Pounds. **Health For All.** Chicago: Scott, Foresman and Company.
   2. Byrd, Neilson, Moore. **Health.** New York: Laidlaw Brothers.

B. Pamphlets.
   1. **Policies and Practices for School Safety Patrols.** National Education Association, Washington, D. C. 1965.
   2. **Bicycle Safety in Action.** Washington, D. C.: National Education Association. 1964.

C. Films.
   1. I'm No Fool as a Pedestrian, 8 min., B/W (p-i) Encyclopedia Brittanica Films.
   2. Coronet Films, Chicago, has a series of films all 11 min. B/W or Color, (p-i).
      a. **Playground Safety.**
      b. **Bicycle Safety Skills**
      c. **Safety in Winter.**
      d. **Safety on the Way to School.**
      e. **Fire Exit Drill at Our School.**
      f. **Safety with Fire.**

D. Tapes and Recordings.
   1. **Safety Rules at our House,** TAMA Minneapolis, Minn. Tape, 15 min.

E. Transparencies.
   1. **Social Science Packet No. 4, The ABC's of Safety.** St. Paul, Minnesota; Visual Products, 3M Company, 1964.

CHAPTER II

Mental, Emotional and Social Health

The attainment of mental, emotional, and social health is essential to achievement in the school situation and is dependent upon good relationships at home as well as at school.

General Aims and Objectives

A. To gain knowledge of making friends and the proper procedures in associating with others in play activities at home and in the school.

B. To learn to accept responsibilities and decisions as part of the growing-up process.

C. To learn the proper behavior in accordance with everyday social situations.

D. To acquire the proper mental attitude in facing problems and in making decisions.

E. To learn to accept differences, to appreciate the feelings of others, and to evaluate criticism.

F. To acquire knowledge of how mental, emotional, and social facets of personality reflect upon others.

CONTENT OUTLINE FOR PRIMARY GRADES

A. Friendships.
   1. The meaning of being friends.
   2. How to make yourself a better friend.
      a. Be kind.
      b. Be pleasant in manners.
      c. Help others with small chores.
      d. Be a good sport in play activities.
         (1) Taking turns.
         (2) Playing by the rules.
         (3) Knowing how to win.
         (4) Knowing how to lose.
         (5) Controlling tempers.
         (6) Sharing possessions.
   3. Making new friends.
      a. Inviting them into your activities.
      b. Introducing them to other class members.
      c. Helping them around the school.
   4. Other types of friends.
      a. The doctor.
      b. The postman.
      c. The policeman.
      d. The teacher.
      e. The neighbors.

B. Accepting responsibilities.
   1. Taking care of play things.
   2. Taking care of pets.
   3. Taking care of collections or hobbies.
   4. Taking care of clothes.
   5. Doing daily chores.

C. Developing hobbies and recreational interests.
   1. Collections.
   2. Reading.
   3. Art.
   4. Hiking.
   5. Exploring.
   6. Fishing.

D. Some of our feelings.
   1. Happiness.
   2. Sadness.
   3. Love.

4. Fear.
5. Anger.
6. Pride.
7. Disappointment.

E. Accepting decisions "if things do not go our way".
1. Why was the decision made?
2. Will I get my way some other time?
3. Do I deserve having my way?
4. Is there something else I could do instead?
5. Can I accept the decision without causing other problems?

F. Facing some common problems.
1. Being teased — practical jokes.
2. Making alibis.
3. Being a "sneak".
4. Tattling.
5. Keeping secrets.
6. Accepting weaknesses of others.

G. Courtesy and kindness.
1. Use of "please."
2. Use of "thank you."
3. Use of "excuse me."
4. Use of "I'm sorry."
5. Acceptance of "no."
6. Acceptance of "yes."
7. Acceptance of "let's do this."

H. Having good manners.
1. At the dinner table.
2. When visitors come.
3. When playing games.

I. Relationships with parents, teachers, and others.
1. Being courteous.
2. Being dependable.
3. Helping with duties.
4. Accepting decisions.

CONTENT OUTLINE FOR INTERMEDIATE GRADES

A. Getting along with and thinking of others.
1. The values of compliments.
2. Helping friends when in need.
3. Helping a stranger feel welcome.

B. The feeling and benefits of doing something for others.
1. Gaining friendships.
2. Feelings of happiness.
3. Feeling of accomplishment.

C. Respect for self and others.
1. The positive attitude toward others.
2. The positive attitude toward oneself.

D. Accepting differences in others and in oneself.
1. The looks of a person.
2. The actions of a person.
3. The different feelings of people.
4. The play activities in which a person participates.
5. The thinking a person does.
6. The growth pattern of each individual.

E. Accepting criticism.
1. Taking criticism too seriously.
2. The meaning behind what was said.
3. The benefits of criticism.
   a. Becoming a better person.
   b. Realizing one's weaknesses.
4. Reasons why a person is critical.

F. Evaluation of peer group relationships.
1. The value of having friends.
   a. Someone with whom to talk.
   b. Someone with whom to play.
   c. Someone with whom to share experiences.
2. Some qualities a friend should have.
   a. Trustworthiness.
   b. Sincerity.
   c. Politeness or courtesy.
   d. Dependability.
   e. Adaptability.
   f. Fairness.
   g. Honesty.
3. Why we might lose a friend.
   a. Selfishness.
   b. Lack of common interests.
   c. Arguments.
   d. Misunderstandings.

G. The importance of facing reality.
1. Evaluating the problem.
   a. Have I faced the problem before?
   b. Can I solve the problem alone?
   c. What are the possible outcomes?
   d. What are the alternatives?
   e. Who can best help in these circumstances?
2. What to do about it.

H. The importance of self discipline.
1. Setting goals.
2. Completing the task at work or play.
3. Conformity.
   a. Clothes.
   b. Customs.
   c. Thinking.

I. Developing social skills.
1. Proper greetings.
2. Proper introductions.
3. The values of smiling.
4. Telephoning procedures.
   a. Answering.
   b. Taking messages.
   c. Proper length of use.

J. Growing mentally, socially, emotionally, and in
1. Knowledge.
2. Experiences.
3. Friendships.
4. Self-confidence.

5. Self-control.
6. Learning to solve problems.
7. Getting along with others.

Experiences and Activities

A. Discussion
   1. Ways to be helpful at home.
   2. Ways of sharing possessions.
   3. Things that can be done for other members of the family.
   4. How to make friends.
   5. What it means to "put yourself in another person's shoes."

B. List
   1. List things to do when alone.
   2. List and evaluate reasons for joining a group, club, or gang.
   3. List acceptable ways of handling angry feelings.

C. Writing.
   1. Write about "when feelings were hurt and why."
   2. Write a story about feeling proud of showing self-control.

D. Report about famous persons who adjusted to serious problems.

E. Keep a classroom question box for unsigned slips on "What's bothering me" and discuss.

References and Materials

A. Textbooks.
   1. Byrd, Oliver and others, **Health Today and Tomorrow,** Dallas: Laidlaw Brothers, 1966. Separate texts grades 1-6.

B. Tapes and recordings.
   1. "My Brain Controls My Body" (Upper Elementary) TAMA Division of Professional Productions, Inc. Northstar Medical Offices, Suite 795, 608 Second Avenue, South, Minneapolis, Minnesota 55402.
   2. "My Brain is a Switchboard" (Upper Elementary) Address same as above.

CHAPTER III

Family, School, and Community Health

Health programs are vital to the nation's preservation. Learning about available agencies and services should be high on the list of priorities in the school's instruction sequence.

General Aims and Objectives

A. To identify and realize the role that the family, school, and community plays in providing for our nation's health.

B. To learn the necessity for careful selection of professional and community health services.

C. To understand the functions of official, voluntary, and professional local, state and federal organizations which promote the safety of people.

D. To learn and practice personal health habits which will be helpful for maintaining your own health and the health of your family, school, and community.

E. To evaluate and appreciate the individual functions of community and school health workers.

CONTENT OUTLINE FOR PRIMARY GRADES

A. Family Health.
   1. Family health practices.
      a. Cleanliness of home, body, and clothes.
      b. Balanced meals.
      c. Rest.
      d. Physical activity.
      e. Safety.
   2. Potential health hazards, depending on conditions.
      a. Food.
      b. Water.
      c. Air.
      d. Waste and garbage.
      e. Diseases.
      f. Sanitation.
      g. Lighting and ventilation.
      h. Home construction.
   3. Selection and Utilization of Family Doctors and Dentists.
      a. Physical examinations.
      b. Dental examinations.
      c. Treatment.
   4. Health and Medical Insurance.

B. School Health.
   1. Environment.
      a. Heating and ventilation.
      b. Lighting.
      c. Toilet and lavatory.
      d. Waste and sewage.
      e. Water supply.
      f. Schoolgrounds.
      g. Seating.
      h. School lunch.
      i. Buses.
      j. Personnel—why select healthy adults?
   2. Health Services.
      a. Safety.

b. Preschool medical examination.
c. Vision and hearing tests.
d. Health histories and growth records.
e. Emergency care for accidents and illnesses.
(1) Records.
(2) Written policies.
f. Personnel.
(1) Health specialists.
(a) Nurse.
(b) Physician.
(c) Dental hygienist.
(d) Audiometrist.
(e) Aides.
(2) Other related personnel.
(a) Teacher.
(b) Social worker.
(c) Counselor.
(d) Psychologist.
(e) Manager, school lunch.
(f) Custodians.
g. Follow-through programs.
h. Immunization.
i. Education.
j. Recreation and/or physical education.
3. State Laws and Regulations.
a. Inspection.
b. Health education.

C. Community Health.
1. Community Health Problems.
a. Medical.
b. Sanitation.
c. Lack of protection.
2. Health Workers.
a. Doctors.
b. Dentists.
c. Nurses.
d. City workers who aid in health.
(1) Street cleaners.
(2) Garbage collectors.
(3) Sewage engineers.
e. Policemen.
f. Firemen.
g. Animal warden.
h. Staff of voluntary health agencies.
i. Health departments and organizations.
3. Health Resources within the Community.
a. Official health agencies.
(1) Local health department.
(2) State health department.
b. Voluntary health agencies.
(1) Health agencies concerned with a particular disease.
(2) Health agencies concerned with rehabilitation and prevention of bodily defects.
(3) Health agencies concerned with welfare and safety.
c. Commercial health organizations.
(1) Insurance companies.
(2) Dairy council.
4. Individual Responsibility.
a. Health habits.
b. Proper use of community property.
c. Care of home and yard.

OUTLINE CONTENT FOR INTERMEDIATE GRADES

A. Family Health.
1. Family health practices.
a. Balanced meals, rest, and physical activity.
b. Proper medical attention.
c. Care and selection of food.
d. Cleanliness of home, body, and clothes.
e. Individual health practices.
2. Selection of family physician and medical specialists.
3. Family health history and records.
4. Health and medical insurance.
5. Home environment.
a. Ventilation and lighting.
b. Sanitation.
c. Freedom from safety hazards.

B. School health.
1. School environment and maintenance.
a. State laws and regulations.
b. State inspection.
c. Proper medical attention.
d. Care and selection of food.
e. Cleanliness of home, body, and clothes.
f. Individual health practices.
2. Selection of family physician and medical specialists.
3. Family health history and records.
4. Health and medical insurance.
5. Home environment.
a. Ventilation and lighting.
b. Sanitation.
c. Freedom from safety hazards.
6. Health Services.
a. Follow-through programs for detection and correction.
(1) Medical examinations.
(2) Vision — Snellen test.
(3) Hearing — audiometer.
(4) Dental.
(5) Prevention and control of diseases.
b. Health records.
(1) Health history.
(2) Vision and hearing data.
(3) Results of medical. dental and other examinations.
(4) Health defects and corrections.

(5) Height-weight records.
(6) Conference reports.
c. Emergency care of illness and/or injury.
(1) Policies of school.
(2) Procedure during emergencies.
(3) Accident records.
d. School insurance programs.
e. Health education.
f. Safety.
g. Health personnel.
(1) Health specialists.
(a) Nurse.
(b) Physician.
(c) Health teacher.
(2) Other related personnel.
(a) Principal.
(b) Classroom teacher.
(c) Physical education teacher.
(d) Guidance counselor.
(e) Social worker.
(f) Maintenance personnel.
(g) Manager of lunch program.
(h) Custodians.
7. States Laws.

C. Community Health.
1. Health Services.
a. Sanitation.
(1) Food.
(2) Water.
(3) Air.
(4) Buildings.
(5) Parks and playgrounds.
(6) Streets.
b. Control and prevention of disease.
c. Hospitals.
d. Clinics.
e. Police and fire protection.
f. Animal and insect protection.
2. Medical Personnel.
a. Doctors.
b. Nurses.
c. Veterinarians.
d. Dentists.
3. Official Health Organizations.
a. Local health department.
b. State health department.
c. Federal health department.
4. Voluntary Health Organizations.
a. National Tuberculosis Association.
b. National Association for Mental Health.
c. National Foundation (infantile paralysis).
d. American Heart Association.
e. American Cancer Society.
f. American Red Cross.
5. Professional Health Organizations.
a. American Medical Association.
b. American Dental Association.
c. American Nurses Association.
d. American Public Health Association.
e. American School Health Association.
f. American Association of Health, Education, and Recreation.
6. Support of Community Health.
a. Taxes.
b. Contributions.
c. Respect for laws.
d. Personal and family hygiene.

Experiences and Activities

A. Clip magazine pictures of community health workers and use them for a class discussion and bulletin board.

B. Memorize the name of your family doctor and how to telephone him. How would you call your police department?

C. Class project: prepare a short play based on daily habits to protect your health and that of your families and community.

D. Have each child choose a community or school health worker and dramatize his jobs.

E. Invite a medical person and/or a community worker to visit your class to discuss the many aspects of his job and why they are so important.

F. Take the class on a field trip to a doctor's office, dentist's office, and/or a specialist's office.

G. Class discussion on personal experiences at the doctor's office, the dentist's office, and the hospital.

H. List or name family activities around home which protect health.

I. Visit the police and/or fire departments; have them explain how they protect the community, schools, and individuals.

J. Invite a person from the health department and/or a voluntary agency to talk to the class.

References and Materials

A. Suggested Textbooks.
1. Wilson, Charles C., M.D., and Elizabeth Avery Wilson, Ph.D., **Health and Living;** The Bobbs-Merrill Company: New York, New York, 1965. (Excellent health textbook series for elementary level.)
2. Byrd, Oliver E., M.D., Elizabeth A. Neilson, and Virginia D. Moore; **Health;** Laidlaw Brothers; Palo Alto, California, 1966. (Good health textbook series for elementary level.)

B. Pamphlets.
1. **School Health Program.** U.S. Department of Health, Education, and Welfare, 1961, Publication No. 834. (Teacher).

2. **Danger in Raw Milk.** Colordao State Department of Public Health (Teacher).
3. **YOU Pollute Colorado Streams.** Colorado State Department of Public Health (Teacher).
4. **Clean Water is Everybody's Business.** U.S. Government Printing Office, 1950, Publication No. 11. (Teacher).
5. **Home Sanitation.** U.S. Department of Health, Education, and Welfare, Publication No. 39. (Teacher).
6. **Medical Care in Your Community**—Have You A Planned Course of Action? Publication No. 1480. U.S. Printing Office. (Teacher).

C. Films.
1. Your Health At Home. 10 min. B/W. University of Colorado.
2. Your Health At School. 10 min. B/W. Colorado State College.
3. Your Health in the Community. 10 min. B/W. Colorado State College.

D. Transparencies.
1. **The Family.** 3M Company: St. Paul, Minnesota (Elementary level).

CHAPTER IV

Personal Health Practices

Knowledge and attitudes toward, as well as habits and skills in performing proper health practices are important factors in maintaining personal health.

General Aims and Objectives

A. To understand the relationship between food, general body conditions and functions, and normal healthy growth.

B. To learn the correct terminology for body parts.

C. To begin to appreciate our eyes and ears and develop good habits of their use and care.

D. To encourage children to understand and to practice effective methods for preventing dental diseases and maintaining dental health.

E. To develop a general understanding of the need for proper medical care.

F. To begin to understand the need for general body cleanliness.

G. To learn the need for balance in the selection of activities in which one engages.

H. To recognize the importance of properly fitted clothing in general health.

I. To develop an appreciation of the role of our community and our world neighbors in supplying us with food.

CONTENT OUTLINE FOR PRIMARY GRADES

A. Care of the Body.
1. Dental Health.
   a. Taking proper care of teeth.
   b. Going to the dentist.
   c. Brushing teeth after eating.
   d. Caring for one's toothbrush.
   e. Learning good oral hygiene.
2. Eyes, Ears, and Nose.
   a. Protection from foreign objects and injuries.
   b. Correct light for reading, television viewing.
   c. Cleanliness of ears.
   d. Prepare students for testing.
      (1) Vision screening.
      (2) Audiometer test.
3. Growth and Development.
   a. Nutritious foods and growth.
   b. Rest and sleep.
   c. Outdoor activities for proper growth.
4. Personal Cleanliness.
   a. Washing hands.
      (1) Before eating.
      (2) After a bowel movement.
      (3) After urinating.
   b. Washing before going to bed.
   c. Dressing in clean clothes.
   d. Brushing hair.
   e. Caring for fingernails.
   f. Using clean handkerchief.
   g. Importance of cleanliness and good grooming.
5. Posture.
   a. Sitting.
   b. Standing and walking.
   c. Good posture as related to appearance.
   d. Posture when viewing television.
6. Sleep and Rest.
   a. Adequate sleep.
   b. Relaxation after stimulating activities.
   c. Quiet, happy period before bedtime.

B. Foods and Nutrition.
1. Nutrition.
   a. Food you eat.
   b. How the body uses it.
2. Nutrients needed for growth and health.
   a. Nutrients available through food.
   b. Food and necessary nutrients.
   c. Food for a well-balanced diet.
   d. Nutrients have specific uses.
3. Amounts of nutrients needed are influenced by:
   a. Age.
   b. Sex.
   c. Size.

d. Activity.
e. State of health.
4. Kinds and amounts of food needed.
a. Milk group.
b. Fruits and vegetables.
c. Meat group.
d. Breads and cereals.
5. The way food is handled influences:
a. Amount of nutrients in food.
b. Safety.
c. Appearance.
d. Taste.
6. Importance of table behavior.
a. Happy, pleasant conversation.
b. Good manners.
c. Digestion of food.
(1) Small bites.
(2) Chew the food.

CONTENT OUTLINE FOR INTERMEDIATE GRADES

A. Care of the Body.
1. Dental Health.
a. Growth and development of the teeth.
(1) Primary teeth.
(2) Permanent teeth.
(3) Function and structure of the teeth.
(4) Tooth decay.
(5) Diseases of the tissues which support the teeth.
b. Student's job in helping to improve and protect his teeth.
(1) Observe proper habits of dental care.
(2) Well-balanced diet.
(3) Regular visits to dentist.
(4) Safety practices.
c. Dentist's job in protecting teeth.
(1) Early and regular dental care.
(2) Fluoride on children's teeth.
(3) Finds and fills cavities.
(4) Corrects defects in teeth.
(5) Corrects irregular teeth.
2. Eyes, Ears, and Nose.
a. Protection from injuries.
b. Learn different parts of the eye, ear, nose and throat.
c. Function and care.
d. Care and use of glasses.
e. Standards for viewing television.
f. Listening to audio-visual materials.
3. Sex Differences.
a. Rates of growth.
b. Development and care of the genitals.
(1) Sanitation.
(2) Menstruation.
(3) Masturbation.
(4) Deviations from normal development and behavior.
4. Cleanliness and Grooming.
a. Bathing and showering habits.
b. Selecting acceptable and appropriate clothing.
c. Care of clothing.
d. Personal and social values of grooming.
5. Posture.
a. Pride in keeping body in correct alignment.
b. Information about the body's framework.
c. Fatigue and posture.
d. Effects of shoes on posture.
e. Posture and appearance.
6. Rest and Sleep.
a. Recognition of signs of fatigue.
b. Importance of relaxation.
c. Standards of sleep.

B. Foods and Nutrition.
1. Food nutrients in an adequate diet.
a. Proteins.
b. Fats.
c. Carbohydrates.
d. Vitamins.
(1) Vitamin A.
(2) Thiamine.
(3) Riboflavin.
(4) Niacin.
(5) Ascorbic Acid.
(6) Vitamin D.
e. Minerals.
(1) Calcium.
(2) Iron.
2. Relationship of sugars and starches to body weight.
a. Heat.
b. Energy.
3. Calories in food.
a. What calories are.
b. Measuring calories in food.
c. Calorie intake.
d. Calorie requirements.
4. Transportation and preservation of foods.
a. Where food comes from.
b. Perishable vitamins.
c. Enriched foods.
d. Buying and storing foods.
e. Cooking foods.
5. Planning balanced meals and snacks.
a. Milk group — 3 to 5 servings daily.
b. Fruits and vegetables — 4 or more servings daily.
c. Meat group — 2 or more servings daily.
d. Bread and cereals — 4 or more servings daily.
e. Soft drinks, coffee, and tea.

6. Digestion of food.
   a. Mouth.
   b. Esophagus.
   c. Small intestine.
   d. Liver.
   e. Gall bladder.
   f. Pancreas.
   g. Large intestine.
7. Digestive juices as related to digestion.
   a. Saliva.
   b. Gastric.
   c. Bile.
   d. Pancreatic.
   e. Intestinal.
8. Elimination of undigested food.
9. Health quackery.
   a. Self-medication should be avoided.
   b. Sound advice concerning health care.
   c. Food fads.
   d. Diagnosis of health problems.

Experiences and Activities

A. Animals in a classroom (learn how important a diet is to animals).

B. Collect old menus from restaurants and have the students order a well-balanced meal.

C. Demonstration on:
   1. How to brush hair.
   2. How to clean fingernails.
   3. How to brush teeth.
   4. How to hang up outer garments.
   5. How to polish shoes.

D. Draw or cut out pictures of things you use in improving your health habits (bulletin board idea).

E. Experiment to show the need of soap for cleaning hands.

F. Food models — planning meals.

G. Foot size check chart — students in small groups measure their own feet and measure their shoe size and then compare the results.

H. Make a health train from milk cartons, each car containing one of the "Basic Four".

I. Mural — foods from other lands.

J. Organize a "Good Health Club" — let the students write the rules and decide who should be members.

K. Plan a visit to a dentist's office; discuss with the dentist different equipment in the office and how it is used.

L. Prepare and serve "snacks" with low sugar content to replace the usual candy and pop.

M. Disclosure tablets to check adequacy of toothbrushing.

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A. Textbooks.
   1. Byrd, Oliver E., Nielson, Elizabeth A., and Moore, Virginia D. **Health — Safety — Fitness Series.** Palo Alto, California; Laidlaw Brothers Publishers, 1966.
   2. Wilson, Charles C., M.D., and Wilson, Elizabeth Avery, Ph.D. **Health for Young American Series.** Indianapolis: Bobbs-Merrill Company, Inc., 1965.

B. Pamphlets.
   1. American Association for Health, Physical Education, and Recreation. **Teaching Nutrition in the Elementary Schools.**
   2. American Dental Association. **A Visit to the Dentist.**
   3. Jefferson County Public Schools, Jefferson County School Health Advisory Council. **Dental Health in the Classroom.**
   4. Colorado State Department of Public Health. **Food for Fun.**
   5. Metropolitan Life Insurance Company. **Pounds and Inches.**
   6. National Dairy Council. **How Your Body Uses Food.** Chicago: 1965.
   7. National Dairy Council. **Postures on Parade.** Chicago: 1965.

C. Films and Filmstrips.
   1. Care of the Skin (p-i) 10 min. CU
   2. Eat for Health (p-i) 11 min. color CU
   3. See Better — Healthy Eyes (p-i) 10 min. CU CSC
   4. Teeth are to Keep (p) 11 min. color CU
   5. What Do We Know About Teeth (1) 20 min. color Jefferson County Health Department
   6. Stanley Bowman Company, **Walt Disney's "This Is You."** Valhalla, New York.
      a. You and Your Eyes.
      b. You and Your Ears.
      c. You and Your Food.
   7. Jefferson County Public School. **Let's Visit the Dentist.** (p)
   8. Jefferson County Public School. **Good Dental Health is Up to You.**
   9. Denver Public Schools — **The Story of Menstruation.**
   10. Denver Public Schools — **About Your Life.**

D. Tapes.
   1. Fox, James Rogers, M.D. **Health As You Grow.** Minneapolis, Minnesota: TAMA Division of Professional Productions, 1963.
      a. Overeating and Undereating.
      b. Keeping Clean Means Keeping Healthy.
      c. How My Body Works.

E. Model of the Ear—TAMA
   Model of the Eye.

Model of the Torso
(charts from Deioyer-Gephart)
Model of the Human Torso.

CHAPTER V

Prevention and Control of Disease

Health instruction programs should include information about the prevention and control of communicable diseases if high immunization ratios and low epidemic risks are to result.

General Aims and Objectives

A. Acquaint the students with the personnel involved in school health program.

B. Acquaint the students with proper health habits.

C. Help the students to understand health department's responsibility, preventive treatments, and value of health records.

D. Develop an interest and responsibility in personal welfare.

E. Dispel all fears of physical examination and immunization.

F. Acquaint students with the development of disease prevention from the time scientists were first learning the causes of disease to the methods that are now being used. Help them understand the cause and spread of disease and how the individual and community can prevent disease.

G. Persuade the children to discuss these ideas at home so the parents are interested also.

CONTENT OUTLINE FOR PRIMARY GRADES

A. Introduction of school health and personnel important to health.
   1. School principal in office.
   2. School nurse in office.
   3. School doctor in classroom.
   4. County health officer in classroom.
   5. Health teacher in classroom.
   6. Physical Education teacher in classroom.
   7. Manager of lunch program in cafeteria.
   8. Custodian in classroom.

B. Proper health habits.
   1. Discuss the health examination the child had before entering school.
      a. Why was it necessary?
      b. What did the doctor do?
   2. Establishing specific personal health habits.
      a. Cleanliness of body.
         (1) Washing face and hands.
         (2) Cleaning nails.
         (3) Brushing hair.
      b. Clothing.
         (1) Wearing clothing proper for weather conditions.
         (2) Putting on and taking off own wraps.
         (3) Carrying clean handkerchiefs or tissues.
         (4) Throwing away old tissues.
      c. Colds.
         (1) Remaining at home or away from others.
         (2) Using handkerchief or tissues when necessary.
         (3) Covering mouth when coughing or sneezing.
         (4) Keeping feet dry.
         (5) Staying away from people who are sick.
         (6) Going to bed and getting proper rest.
      d. Germs.
         (1) Learn about presence of germs.
         (2) Learn how to control spread of germs.
      e. Food.
         (1) Eat three regular meals daily.
         (2) Eat ample amount of right kind of food.
         (3) Drink three or four glasses of water daily (good time to discuss proper way and place to drink water.)

CONTENT OUTLINE FOR INTERMEDIATE GRADES

A. Introduction of school health and personnel important to health.
   1. School principal in classroom.
   2. School nurse in classroom.
   3. School doctor in classroom.
   4. County health officer in classroom.
   5. Health teacher in classroom.
   6. Physical Education teacher in classroom.
   7. Manager of lunch program in cafeteria.
   8. Custodian in classroom.

B. Understand why health records are kept by the school as well as by family doctor.
   1. How often should we be checked?
   2. What is health screening?
   3. What is disease prevention.
   4. By keeping health records, we can determine growth and development along with past medical history of
      a. Communicable disease.
      b. Immunization.

C. Transmission of diseases.
   1. Droplet — germ carried on air.

2. Through food and milk.
3. Carried by insects and other animals.
4. Direct and indirect contact.
5. Wound infection.

D. Methods of disease prevention.
   1. Control of airborne infections.
      a. Ultra-violet lamps.
      b. Glycol sprays.
   2. Chemically treated water and improved community sanitation.
   3. Protection of milk supply.
   4. Advances in food handling and packaging.
   5. Campaign against insect-borne disease.

E. Methods of control of communicable diseases.
   1. Immunization.
      a. Acquired — antibodies.
      b. Passive — injecting immune serum.
   2. Chemotherapy.
      a. Quinine.
      b. Sulfa drugs.
      c. Antibiotics.

F. Rules of living you should follow in order to give yourself the best possible resistance to disease.

G. Common communicable diseases of childhood.
   1. Major types.
      a. Virus — smallpox, chicken pox, measles, mumps, influenza.
      b. Bacillus — tetanus, whooping cough, diphtheria, dysentery.
      c. Coccus — skin infections, boils, colds, sore throat, otitis, nephritis.
   2. How spread — direct or indirect contact.
      a. Direct contact — from person to person.
      b. Indirect contact — through handling, eating, or drinking anything soiled by discharges from the sick person or a carrier.
   3. Incubation period — from date of exposure to first signs.
   4. Period of communicability — period during which disease is contagious.
   5. Ages and seasons of greatest prevalence.
   6. Methods of control.

Experiences and Activities

A. Have the following people visit class:
   1. School principal — Explain attendance regulations and when it is urgent to stay home.
   2. School nurse — Explain school health program and reason for visits during the year.
      a. Vision check.
      b. Hearing test.
      c. Weight and height check.
   3. School doctor — reasons for school health program.

B. Get from your state or city board of health a list of last years' deaths. Make a separate list of the infectious diseases from which people died in the same year.

C. Visit a dairy, water purification station, and food packing house.

D. Find out what common infectious diseases exist for which no medicine has yet been found.
   1. Report to the class.
   2. Find out how many members of the class would be interested in doing research work as a vocation to discover these needed vaccines.

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   1. Sellery, C. Morley and Smith, Sara Louis and Turner, C. E. **School Health and Health Education,** C. V. Mosby Company, St. Louis, 1961.
   2. Wilson, Charles C., and Wilson, Elizabeth Avery, **Men, Science and Health,** Book series, Bobbs-Merrill Company, Inc., Indianapolis, New York, 1965.

B. Pamphlets:
   1. Metropolitan Life Insurance Company, **Common Childhood Disease,** Home office: New York, 1952; obtain from county health office.
   2. **School Health Policies,** The Joint Committees on Health Problems in Education of the National Education Association and the American Medical Association.

C. Periodicals:
   1. **Children,** U.S. Department of Health, Education, and Welfare, United States Government Printing Office, Washington, D. C. 20402 (six times each year).
   2. **The Journal of School Health,** American School Health Associations, Spahr & Glenn Printing Company, 225 East Spring Street, Columbus, Ohio 43215.

D. Films.
   Pharmaceutical Manufacturers Association, 1155 Fifteenth Street, N.W., Washington, D. C. 20005.

CHAPTER VI

Alcohol, Tobacco and Health

The effects of alcohol and tobacco on one's health should be taught before social pressures to indulge in smoking and drinking are anticipated.

General Aims and Objectives

A. To encourage development of realistic attitudes towards alcohol and tobacco.

B. To introduce problems which can occur from the use of alcohol and tobacco.

C. To include realization that the use of alcohol and tobacco may impair physical and mental ability.

D. To eliminate prejudice and misconceptions which obscure the facts.

E. To develop skill in critically evaluating present-day advertisements of alcohol and tobacco.

F. To develop ability to adjust to a social situation regardless of pressures to use alcohol and tobacco.

CONTENT OUTLINE FOR INTERMEDIATE GRADES

A. Alcohol.
   1. An essence or spirit obtained through distillation.
   2. Beverages containing ethyl alcohol.
      a. Wine.
      b. Whiskey.
      c. Beer.
         (1) 3.2.
         (2) 6.0.
   3. How to recognize alcohol (beverage)
      a. Strong odor.
      b. Burning taste.
      c. Evaporates quickly.
   4. History of alcohol (Wine and beer have been used since early times).
   5. Alcohol is made by fermentation; yeast acts on sugar to produce alcohol and carbon dioxide.
   6. Other uses of ethyl alcohol.
      a. Chemical industries.
      b. Medicines; as a dissolving agent, sometimes better than water.
         (1) Not considered as a remedy for colds, etc.
   7. Difference between ethyl alcohol and rubbing alcohol.
      a. Rubbing alcohol unfit for human consumption. Contents:
         (1) Wood.
         (2) Methyl alcohol.
         (3) Other poisonous substances.
      b. Ethyl alcohol contains:
         (1) Yeast.
         (2) Sugar.
   8. Types of drinkers.
      a. Social.
         (1) Before and after dinner.
         (2) Formal parties, wedding receptions.
      b. Family custom to drink with meals.
      c. Habitual drinking; "alcoholics", drink to satisfy craving at any time.
   9. Why young people drink.
      a. Majority do not, but of those who do:
         (1) Family custom.
         (2) Act grown up.
         (3) Show off.
         (4) Gain attention.
         (5) Cover-up for real fears.
   10. Laws governing alcohol.
      a. Must be 18 to purchase 3.2% beer.
      b. Must be 21 to purchase 6.0% beverage.
      c. Unlawful for those under age to purchase any alcoholic beverage.
   11. Addiction to alcohol caused by
      a. Family problems.
      b. Social problems.
      c. Community problems.
   12. Abstainers from the use of alcohol tend to have
      a. A good job.
      b. Happy family.
      c. Less expense.
         (1) Cost of alcohol.
         (2) Non-drinkers insurance.
   13. Alcohol and accidents.
      a. Automobile accidents (fifth leading cause of death).
      b. Conduct while under the influence.
   14. Treatment centers.
      a. Alcoholics Anonymous.
      b. Mental institutions.

B. Tobacco
   1. What is tobacco?
      a. Small broad leaf plant.
      b. Tobacco smoke contents:
         (1) Nicotine.
         (2) Carbon monoxide.
         (3) Ammonia.
         (4) Traces of cyanides.
         (5) Tars.
         (6) Arsenic.
   2. Where tobacco is grown.
      a. Temperate climates.
      b. Throughout the world.
      c. In the United States (leading producers).
         (1) North Carolina.
         (2) Kentucky.
         (3) Tennessee.
         (4) South Carolina.
         (5) Virginia.
         (6) Georgia.
   3. History of tobacco.
      a. Western Hemisphere Indians — 100 A.D.
      b. Europeans — 1500's.
   4. Use of tobacco.
      a. Human consumption.
         (1) Smoking.

(2) Chewing.
(3) Snuff.
b. Insecticides.
5. Nicotine—poisonous alkaloid.
6. Why people smoke.
a. Act grown up.
b. Show off.
c. Habit.
7. Physical impairments.
a. Affects the heart.
b. Affects the lungs.
c. Dulls appetite.
d. Affects the nervous system.
8. Smoking more harmful to youngsters because they are undergoing fundamental changes in life.
9. Habit forming—psychologically dependent.
10. Expense—one pack a day amounts to over $100.00 a year.
11. Lung cancer; scientific proof of correlation between smoking and cancer.
a. American Cancer Society.
b. U.S.P.H.S.

C. Colorado Interagency on Smoking and Health.

Experiences and Activities

A. Guest speakers.
1. Law enforcement officials.
2. Doctors.
3. School nurse.
4. Counselors.
5. Members of the American Cancer Society.
6. Clergy.

B. Prepare posters or charts.
1. Alcohol and driving.
2. Statistical charts or graphs.
3. Slogans.

C. Decorate bulletin boards.

D. Prepare maps showing states which grow tobacco.

E. Class discussions of advertisements.
1. Newspapers and magazines.
2. Television and radio.

F. Vocabulary list.
1. Alcoholic beverages.
2. Fermentation.
3. Alcoholism.
4. Under the influence.
5. Abstain.
6. Cancer.
7. Malignant.
8. Mortality.
9. Health hazard.
10. Nicotine.

References and Materials

A. Pamphlets and Guides.
1. "Alcohol, Tobacco, Narcotics"
Denver Public Schools
2. "Happiness Comes From Living Right"
Nebraska Department of Education
3. "Alcohol Education"
Colorado State Department of Public Health
4. "This is Alcoholics Anonymous"
Alcoholics Anonymous
5. "How Much Do You Know About Alcohol"
Associated Press
6. "Alcohol and You"
Pacific Press
7. "Alcohol Talks From the Laboratory"
Ohio State Department of Education
8. "The Physical Effects of Alcohol"
Human Relations Aids.
9. "Community Opinions on Alcohol Problems"
Human Relations Aids
10. "Individual Attitudes Toward Alcohol"
Human Relations Aids

B. Sources of Materials
1. American Medical Association
2. American Cancer Society
3. State Health Department
4. Local or County Health Departments
5. Colorado Interagency Council on Smoking and Health

C. Films
1. "Any Boy, U.S.A." (animated, color)
2. "No Smoking" (an appeal to young people not to start smoking)

CHAPTER VII

Growth and Development

The normal and abnormal growth and developmental processes should be recognized by all students—particularly when they are undergoing changes in structure and function.

A. Growth in organic fitness and physical strength.

B. Growth in neuromuscular skill for daily life, for emergency needs, and for a rich and continuing life of activities.

C. Growth in emotional stability and social competence.

D. Understanding of the changes the body undergoes as it grows to maturity.

E. Gaining knowledge of the physical makeup of the body.

CONTENT OUTLINE

A. Physical growth and development.
   1. Skeletal growth.
   2. Dentition.
   3. Muscular development.
   4. Organic development.
B. Characteristics of growth.
C. Needs while growing.
D. The skin — your body's covering.
   1. The layers of skin.
      a. Dermis.
      b. Epidermis.
   2. Oil glands.
   3. Sweat glands.
   4. Functions of the skin.
   5. Acne — cause and care.
E. Body cells.
   1. Function.
   2. Types of cells.
   3. Nucleus.
   4. Cell division.
F. Endocrine glands.
   1. Pituitary — produces many hormones, regulates growth.
   2. Thyroid — regulates the speed of the activities of the body.
   3. Parathyroid — controls amount of calcium in blood and bones.
   4. Pancreas — regulates use of sugar in the body.
   5. Adrenal — protects against allergies, influences blood pressure and gives us extra go-power in emergencies.
   6. Sex glands — help bodies mature towards adulthood.
G. Skeletal system.
   1. Framework of the body.
   2. How bones grow.
   3. Joints.
   4. Muscles and tendons.
   5. Posture.
      a. Good standing posture (lateral view).
      b. Good standing posture (anterior view).
      c. Good sitting posture (lateral view).
      d. Good sitting posture (anterior view).
         (1) Bodily conditions.
         (2) Health habits.
         (3) Environmental factors.
         (4) Lack of physical activity.
H. Respiratory system.
   1. How air reaches the lungs.
   2. How we breathe.
   3. How oxygen reaches the cells.
I. Circulatory system.
   1. Heart and its relationship to circulation.
   2. Arteries, capillaries, and veins.
   3. Circulation within heart.
   4. Composition of the blood.
   5. The lymphatic system.
J. Nervous system.
   1. Main parts of nervous system.
      a. Brain.
      b. Spinal cord.
   2. Nerves — sensory and motor.
   3. Central nervous system.
   4. Autonomic nervous system.
   5. Nervous system as related to emotions.
K. Digestive system.
   1. Glands and enzymes.
   2. The alimentary canal.
   3. Digestive juices.
L. Urinary organs.
   1. Kidneys.
      a. Related to water and waste elimination.
      b. Keeps volume of blood and necessary substances in the blood at proper levels.
   2. Bladder.
   3. Urethra.
M. Reproductive system.
   1. Ovaries.
   2. Testicles.

Experiences and Activities

A. Use posture charts and evaluate all students as to correct posture.

B. Use a chart to show students the glands which effect growth.

C. Keep a height and weight chart on all students.

D. Divide class into different heights. Try to figure the average height for boys and for girls in each class.

E. Discuss heredity as a growth factor. Have students compare their growth pattern to that of their parents.

F. Show slides of different cells.

G. Examine drop of blood under microscope.

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4. **Farewell to Childhood,** 23 min. University of Utah, also National Film Board of Canada.
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8. **Cell Division** — 12 min. — B/W. Colorado State University, Fort Collins, Colorado.
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5. Josephine Christoldi, Grover Mueller, **Posture Education** Journal of Health and Physical Education Recreation. February, 1963, page 28.

D. Tapes
1. **Discipline and The Permissive Child,** University of Colorado, Boulder, Colorado.
2. **Becoming a Boy and a Girl,** University of Colorado, Boulder, Colorado.
3. **How Grown Up Are You?** University of Colorado, Boulder, Colorado.

CHAPTER VIII

Personal Health Practices

Personal health practices are so important that stress and re-emphasis are needed during the junior high school years. Special problems inherent to, or characteristic of, or typical during adolescence need particular attention.

A. To develop interest in choosing an adequate food intake for maximum growth, health, and the maintenance of good health.

B. To teach how the body uses nutrients and what nutrients it needs.

C. To suggest answers to nutrition problems, particularly those of overweight and underweight.

D. To discuss some of the scientific advancements made in the area of nutrition.

E. To acquaint the pupils with the nature of the skin, its purposes, and its relation to other body functions.

F. To teach that healthy skin is an asset to one's appearance and reflects good grooming habits.

G. To encourage the observance of dental health practices, including personal care, professional care, proper diet, and oral habits.

CONTENT OUTLINE

A. Nutrition.
1. Energy foods.
   a. Carbohydrates, sugars, starch, cellulose.
      (1) Release energy as heat.
      (2) Tendency is to eat too much of them (cheaper).
      (3) Sugar stored as starch in liver.
      (4) Cellulose is roughage.
   b. Fats, concentrated energy.
      (1) Furnish heat and energy.
      (2) Supply essential unsaturated acids.
2. Proteins.
   a. Build, repair, maintain body tissue.
   b. Build resistance to disease.
   c. Build regulating substance.
   d. Furnish heat and energy.
3. Minerals.
   a. Calcium — essential for:
      (1) Normal development and maintenance of bones and teeth.

(2) Regulating body processes.
(3) Clotting of blood.
(4) Normal activity of muscles.
(5) Iron utilization.

b. Phosphorus — essential for:
(1) Normal development and maintenance of bones and teeth.
(2) Cell structure.
(3) Maintenance of normal reaction of blood.
(4) Normal muscle activity.
(5) Output of nervous energy.
(6) Metabolism of carbohydrates and fats.

c. NaCl — common table salt.

d. Iron — essential for:
(1) Formation of hemoglobin of the red cells.
(2) Carrying oxygen to body tissues.

4. Vitamins.
a. Vitamin A.
(1) Liver is both store house and factory.
(2) Produces carotene.
(3) Lack causes night blindness.

b. Vitamin B.
(1) Complex.
(2) Dozen related ones.

c. Vitamin C.
(1) Ascorbic acid.
(2) Lack develops scurvy.

d. Vitamin D.
(1) Sunshine vitamin.
(2) Necessary for proper calcium and phosphorus absorption.
(3) Lack causes rickets.

e. Vitamin E.
(1) Tocopherol.
(2) Anti-sterility vitamin.

f. Vitamin K — essential for normal clotting of the blood.

5. Water (over ⅔ of your body weight).
a. Basic part of blood and tissue fluid.
b. Serves as the medium in which foods are transported and delivered to the blood.
c. Necessary for the removal of waste products.
d. Acts as a cooling agent.

6. Scientifically balanced diet.
a. Basic four.
b. Overweight.
c. Underweight.
d. Crash-diets.
e. Calorie count.

7. Nutrition and scientific advancements.
a. Spaceship problem — how to store the food supply.
b. Nutrition puzzle — how do you eat when weightless.
c. Food storage problems aboard nuclear powered ships and submarines.

8. Progress in food processing.
a. Why we depend on food processing.
b. Rapid advances in recent years.
(1) "Ration-dense" foods.
(2) Irradiation of foods.
(3) New methods in canning (STHT).
(4) Freeze-drying.
c. Testing new food — processing methods.

9. Federal Laws.
a. Pure Foods Law.
b. Federal Food, Drug, and Cosmetic Act of 1938.
c. Federal Meat Inspection Act.
d. Food Additives Amendment 1958.
e. Processing of Poultry and Products in 1959.

10. Nutrition research and services today.
a. United States Department of Agriculture.
b. Department of Defense.
c. Department of Interior.
d. Atomic Energy Commission.
e. Department of Health, Education, and Welfare.
f. Public Health Service.
g. Children's Bureau.

11. Defenses against quackery.
a. Select food from "Basic Four".
b. Based on false claims for:
(1) Curative values.
(2) Improving health.
(3) Enhancing appearance.
c. False claims about today's food.

B. Dental Health.
1. Importance of maintaining a clean, healthy mouth.
a. Pleasing appearance.
b. Promotes good speech.
c. Aids in mastication of food.
d. Promotes good general health.

2. Ways of preventing tooth decay.
a. Proper use of fluorides.
b. Keeping teeth clean as possible.
c. Eating few sweets and sticky foods.
d. Building sound teeth in childhood.
e. Wise choice of a dentifrice.
f. Regular examination and repair by dentist.
g. Avoiding situations which will cause injury.

3. Development and growth of teeth.
a. Shape and structure of teeth.
b. Growth of primary teeth.
c. Growth of permanent teeth.

4. Dental disorders.
a. Dental caries.

b. Abscessed teeth.
c. Gingivitis.
d. Periodontal disease.
e. Halitosis.
f. Irregular teeth (maloccusion).
g. Broken teeth — prevention through oral habits and accident prevention.

5. Professional dental care.
   a. Importance of early and regular dental care.
   b. Cooperate with the dentist.
   c. Follow dentist's suggestions after dental care is completed.

C. Care of the Skin.
1. Purposes.
   a. Protection against germs.
   b. Regulating of body temperature.
   c. Feeling or sensation.
   d. Elimination of waste.
2. Structure.
   a. Outer layer (epidermis).
      (1) Hair, nails, and cuticle.
      (2) Pigment.
   b. Inner layer (dermis).
      (1) Blood vessels (capillaries).
      (2) Nerve endings.
      (3) Glands — sweat, and oil (sebaceous).
3. Hygiene.
   a. Causes of skin odor.
   b. Make-up and skin problems.
   c. Importance of deodorants.
4. Disorders.
   a. Infected wounds, pimples, blackheads.
   b. Burns and scalds.
   c. Sunburn.
   d. Frostbite.
   e. Corns, callouses, and blisters.
   f. Plant poisoning (ivy, oak, and sumac).
   g. Ringworm, impetigo, athlete's foot.
   h. Allergies.
   i. Acne and eczema.
   j. Moles and warts.
   k. Chapped skin.
   l. Birthmarks.
5. Hair.
   a. How the hair grows.
   b. Keeping hair healthy.
   c. Importance of brushing and cleaning.
   d. Shaving.
   e. How to clean hair.
6. Nails.
   a. Structure and parts.
   b. Cleaning and caring for nails.
   c. Effects of nail biting.

Experiences and Activities

A. Arrangements may be made for the girls to see a demonstration on the proper application of make-up.

B. Lunch or breakfast in the classroom (or lunchroom) — prepare and serve; ask parents as guests; use guest speaker(s) to talk on the importance of a good breakfast.

C. From newspapers and periodicals, collect clippings, which advertise skin care aids. Discuss the appeal made to the readers in each one.

D. Consult a dentist or a dental hygienist to discuss the importance of better diagnosis and treatment. Ask him for a set of old X-rays which you can use in reporting your findings to the class.

E. Examine hair and dandruff under the microscope.

F. Invite the school nurse or a physician to speak to the class about the nature, prevention, and cure of acne.

G. Study of animals to illustrate the seriousness and importance of good and poor diets.

H. Water-soluble dye wafers to use to reinforce student's role in keeping his mouth clean through proper toothbrushing.

I. Write a paragraph or two on any of the following topics:

1. What and how to eat during space travel.
2. Improved diets for submarine crews.
3. A promising new food-processing method.
4. Improving nutrition throughout the world.

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   a. Winning First with Teeth (j) 51 frames, CDPH.

D. Tapes.
1. Fox, James Rogers, M.D. **Health As You Grow.** Minneapolis, Minnesota: TAMA Division of Professional Productions, 1963.
   a. Everyday Health Hints.
   b. Am I Overweight or Underweight.
   c. Proper Diet and Weight Controls.
   d. Understanding Acne.

CHAPTER IX

Mental Health

The mental health of many junior high students requires special understanding by the student, his family, and the school staff. Special reference is included here to related problems and adjustments.

General Aims and Objectives

A. To realize that everyone has the same basic physical and emotional needs.

B. To understand the interrelationships between emotional, mental and physical health.

C. To learn some correct ways to meet unsatisfied basic needs.

D. To understand poor mental health practices and how to avoid them.

E. To strengthen and develop attitudes which will help utilize desirable practices and acquired information in maintaining and protecting mental health.

F. To understand the results and diseases of poor mental health practices.

G. To acquire and strengthen desirable practices which bring about better relationships with others.

H. To learn ways of living harmoniously within family, school, and community.

CONTENT OUTLINE

A. Mental health expressed through personality.
1. Defining personality.
   a. Behavior.
   b. Appearance.
   c. Concept from others.
2. Developmental influences upon personality.
   a. Environmental.
      (1) Family.
         (a) Relationships to family members.
         (b) Parental education.
         (c) Parental occupation(s).
         (d) Economical status.
         (e) Parental upbringing.
         (f) Family ideals.
         (g) Religion.
         (h) Nationality.
      (2) School.
         (a) Academic achievement.
         (b) Athletics, cheerleading, etc.
         (c) Organizations (band, clubs of various kinds).
      (3) Community.
         (a) Church.
         (b) Recreation.
         (c) Clubs.
      (4) Friendship associations.
         (a) Playmates.
         (b) Neighbors.
         (c) Work associations.
   b. Hereditary.
      (1) Gene theory, D.N.A.
      (2) Mendelian laws.
         (a) Recessive and dominant characteristics.
         (b) Mutations.
      (3) Effect on appearance.
3. Growth of Personality.
   a. Birth.
      (1) Basic needs.
         (a) Food.
         (b) Warmth.
         (c) Security.
   b. Childhood.
      (1) Develops conscience of right and wrong.
      (2) Develops playmate associations.
      (3) Physical growth.
      (4) Mental growth.
   c. Adolescence.
      (1) Seeks parental freedom.
      (2) Seeks "peer group" associations.
      (3) Resents authority.
      (4) Accepts more responsibility.
      (5) Develops interests.
         (a) Opposite sex.

(b) Hobbies.
(c) Sports — cheerleading.
(d) Socially.

d. Adulthood.
(1) Solves problems.
(2) Makes decisions.
(3) Accepts family responsibility.
(4) Accepts economic responsibility.
(5) Develops values (ethics).
(6) Displays mature actions.

4. Personality related to basic emotions.
a. Love.
(1) Family.
(2) Relatives.
(3) Pets.
(4) Opposite sex.
b. Hate.
(1) Self actions.
(2) Actions of others.
(3) Rules or demands.
c. Fear.
(1) Heights.
(2) Authority.
(3) Failure.
(4) Other.
d. Anxiety.
(1) To excel academically.
(2) Appearing before authority.
(3) Dating situations.
e. Pride.
(1) In accomplishment.
(2) Of possession.
(3) Of ability.
f. Rage (anger).
(1) Caused by decision by parents.
(2) About referee's decision.
(3) Toward demand by authority.

5. Developing the wholesome attitudes of a desirable personality.
a. Being honest.
b. Being sincere.
c. Being dependable.
d. Respecting others.
e. Assuming responsibilities.
f. Doing one's best.
g. Cooperating with others.
h. Finishing duties.
i. Facing reality.
j. Developing self-discipline.
(1) Mentally.
(2) Physically.
(3) Socially.

6. Ways to improve the personality.
a. Develop hobbies.
b. Read good books and magazines.
c. Develop a wholesome social life with people of both sexes.
d. Develop interests in current affairs.
e. Develop a sincere interest in people.
f. Set goals which can be reached through effort.
g. Plan future finances and personal life.
h. Maintain physical health.
i. Develop a sense of humor.
j. Develop sound morals.
k. Accept one's own shortcomings and develop personal talents.
l. Seek qualified and respected help when problems are pressing.

7. Mechanisms often used in trying to resolve problems.
a. Compensation.
b. Trial and error.
c. Regression.
d. Rationalization.
e. Fear.
f. Hate.
g. Worry.
h. Identification.
i. Sublimation.
j. Procrastination.
k. Daydreaming.

8. Methods often used to temporarily avoid problems.
a. Bullying.
b. Brooding.
c. Cheating.
d. Fighting.
e. Laziness.
f. Showing off.
g. Malicious gossiping.
h. Lying.
i. "Apple polishing."
j. Self-pity.
k. Truancy.
l. Snobbishness.
m. Temper tantrum.

B. Personality interrelated to mental health.
1. Defining mental health.
a. Day-to-day experiences.
b. Mental health as a state of mind.
2. Situations leading to poor mental health.
a. Economic problems.
b. Bad habits.
c. Excessive worrying.
d. Avoiding problems.
e. Overwork with little recreation.
f. Lack of social development.
g. Repression of emotions.
h. Failure to organize future plans.
3. Poor mental health causes physical disorders.
a. Acne.
b. Ulcers.
c. Colitis.

d. Asthma.
e. Eczema.
f. Diabetes.
g. Arthritis.
h. Heart and circulatory disorders.

4. Helpful resources and their duties in the field of mental health.
   a. Psychiatrist.
   b. Psychiatric services.
   c. Psychologist.
   d. Mental hygiene clinic.
   e. Child guidance clinic.
   f. Marriage counseling services.
   g. Family service agencies.

Experiences and Activities

A. Introduction of the unit.
   1. Present national statistics on mental health problems with emphasis on this age group.
   2. A report on community mental health facilities from a selected few members who visited the facilities.
   3. A guest speaker on mental health.

B. Discussion.
   1. Our own reactions to other individuals who act differently from ourselves.
   2. Personality traits of men and women admired by this age group—such as in films, sports, show business, etc.
   3. Famous or well known people who have resolved conflicts.
   4. Mechanisms used to resolve personal conflicts within the last few days.
   5. Teenage problems.
      a. Parents.
      b. Money.
      c. Careers.
      d. Brothers and sisters.
      e. How to make friends.
      f. How to carry on a conversation.

C. Identify photographs of basic emotions displayed by different types of individuals found in newspapers, magazines, etc.

D. List.
   1. Desirable characteristics of a healthy personality.
   2. Those things students worry about most.

E. Reports and displays.
   1. The nervous system, using models and charts.
   2. Current teen-age problems.

F. Dramatize.
   1. Situations illustrating emotional control.
   2. How to ask for privileges from parents, teachers, or how to ask for or refuse a date; involvement of the mental aspects.

G. Experiments.
   1. The game of "gossip."
   2. How a situation or picture can be interpreted or seen differently of different people.

H. Guest speakers.
   1. Dermatologist.
   2. Psychiatrist.
   3. Mental health personnel.

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   2. "Nervous Breakdown—A Teen-age Danger", National Association for Mental Health, 1790 Broadway, New York, N.Y. 10019.

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CHAPTER X

Effects of Harmful and Destructive Substances

Public concern about the recent increase in the use and abuse of a wide assortment of sophisticated drugs demands teaching about their harmful and destructive effects.

General Aims and Objectives

A. Introduce problems involved from the use of alcohol, tobacco, and narcotics.

B. Base attitudes, opinions, and choices regarding use of these substances upon scientific facts.

C. Give specific reasons why it is desirable to abstain from the use of these substances.

D. Develop the ability to recognize the detrimental effects of alcohol, tobacco, and narcotics on personal and public safety.

E. Engender mature attitudes toward these substances.

CONTENT OUTLINE

A. Alcohol.
- 1. What is alcohol?
  - a. Depressant.
  - b. Ethyl alcohol.
    - (1) Yeast and sugar.
    - (2) Fermentation (aging).
    - (3) Distilling (evaporating process).
- 2. Effects of alcohol on the body.
  - a. Brain and nervous system.
    - (1) Judgment and inhibitions.
    - (2) Concentration and memory.
    - (3) Sense organs.
    - (4) Muscular control.
    - (5) Reaction time.
    - (6) Fatigue.
  - b. Liver.
  - c. Kidneys.
  - d. Heart and circulation.
    - (1) Heart.
    - (2) Blood pressure.
    - (3) Pulse.
  - e. Stomach and intestines.
  - f. Skin and body temperature.
  - g. Heredity and reproduction.
    - (1) Reproductive organs (little effect).
    - (2) Sex drive (does not increase).
    - (3) Fertility (does not affect).
    - (4) Miscarriages (an apparent effect).
  - h. Infant mortality has a higher rate in alcoholic families.
  - i. Mental disorder of children shows higher rate in alcoholic families.
  - j. Water balance—dehydration.
  - k. Longevity; excessive drinkers have shorter life span.
  - l. Disease.
    - (1) No direct connection.
    - (2) Drinkers neglect basic rules of health.
- 3. Habit forming.
  - a. No way of telling who will become addicted.
  - b. Some develop habit but not addiction.
  - c. Small percentage become alcoholics.
- 4. Is alcohol a food?
  - a. Cannot rebuild a tissue.
  - b. Calorie content has no food value.
- 5. The alcoholic.
  - a. Uncontrolled in use of alcohol.
    - (1) Gulps drinks.
    - (2) Drinks alone.
    - (3) Drinks first thing in the morning.
    - (4) Drinks excessively.
  - b. Causes.
    - (1) Physiological.
    - (2) Psychological.
    - (3) Sociological.
  - c. Disorders and diseases.
    - (1) Nutritional deficiencies.
    - (2) Delirium tremens.
    - (3) Polyneuritis.
    - (4) Cirrhosis of the liver.
    - (5) Mental deficiencies.
  - d. Treatment.
    - (1) Medical.
    - (2) Psychiatric.
    - (3) Spiritual.
  - e. Treatment centers.
    - (1) Federal hospitals.
    - (2) Mental institutions.
    - (3) Alcoholics Anonymous (AA).
  - f. Prevention is best "cure".
- 6. Sale of liquor.
  - a. Voted on by the people.
    - (1) States.
    - (2) Counties.
  - b. Can't be purchased by minor.
- 7. Types of drinking.
  - a. Social.
    - (1) Family custom.
    - (2) Parties and weddings.
    - (3) Before lunch with business associates.
  - b. Moderate or controlled drinking.
    - (1) Special occasions.
      - (a) Birthdays.
      - (b) Holidays.
    - (2) Friendly or family gatherings.
- 8. Reasons for drinking.
  - a. To be accepted in a group.
  - b. To "solve" problems.
  - c. To gain self-confidence.
  - d. To release social inhibitions.
  - e. To act more mature.
  - f. As a status symbol.
- 9. Abstain from drinking.
  - a. Gracefully refuse to drink.
  - b. In training.
  - c. Don't let the situation present itself.
- 10. Laws concerning alcohol.
  - a. Legal age.
  - b. Purchasing for minors.
  - c. Driving under the influence; test alcometer.
  - d. License to retail.

11. Alcohol and driving don't mix.

B. Tobacco.
   1. What is tobacco?
   2. Uses of tobacco.
      a. Smoking.
      b. Chewing.
      c. Insecticides.
   3. Effects of smoking.
      a. On nervous system.
      b. Affects heart through nervous system.
      c. Affects the lungs.
         (1) Lung cancer.
         (2) Emphysema.
         (3) Bronchitis.
      d. Brain depressive.
      e. Dulls appetite.
   4. Habit forming.
   5. Reasons for smoking.
      a. To be accepted.
      b. To act older.
      c. To show off.
      d. Habit.
      e. Psychological.
   6. Does a filter help?
      a. Some; removes portion of tar.
      b. Its presence shows that a precaution is needed.
   7. Reasons to stop smoking.
      a. Lose smoker's cough.
      b. Enjoy food more.
      c. Live longer probably.
      d. Effects on the body disappear, (damaged cells replace themselves).
      e. Set the good example for those younger.
   8. Remedies to help stop smoking.
      a. "Medicines" may work.
      b. Psychological, must want to quit.
   9. Benefits from not smoking.
      a. Less chance of disease.
      b. Expense.
      c. Whiter teeth.
      d. Pleasant breath.
   10. Smoking and lung cancer; statistics showing direct correlation.

C. Drugs.
   1. What are drugs?
      a. Any substances other than food which affect body function or structure.
      b. No such thing as a harmless drug.
   2. Medical use.
      a. Prevention and treatment of disease.
      b. Alleviation of pain.
   3. Drugs controlled by Bureau of Narcotics (Treasury Department).
      a. Morphine — addicting.
      b. Meperidine (Demerol) and Methadone — addicting.
      c. Cocaine — addicting.
      d. Marijuana — non-addicting but can cause psychological dependency.
   4. Drugs controlled by Food and Drug Administration (Bureau of Drug Abuse Control).
      a. Stimulating drugs.
         (1) Amphetamines (includes benzedrine and dexedrine) "pep pill," "bennies," "woke-ups," "eye openers," "lid proppers," "co-pilots," "truck-drivers."
         (2) Effects on the body.
            (a) Combat fatigue.
            (b) Combat sleepiness.
            (c) Curb appetite.
         (3) Amphetamine abuse.
            (a) By drivers.
            (b) By students.
            (c) By athletes.
            (d) By others.
      b. Depressant drugs.
         (1) Barbiturates — "barbs," "candy," "goofballs," "sleeping pills," "peanuts," "yellow jackets," "red devils," "blue devils," "rainbows," "double trouble."
         (2) Effect on the body.
            (a) Central nervous system.
            (b) Brain.
               (1) Sleepiness.
               (2) Drowsiness.
         (3) Barbiturate abuse.
            (a) Sleeping pills.
            (b) Relief of nervousness.
            (c) Relief of tension.
            (d) Relief of anxiety.
      c. Hallucinogens.
         (1) Kinds.
            (a) LSD (lysergic acid diethylamide) — "acid," "the hawk," "the chief," "25," "the big D," "the Beast."
            (b) DMT (dimethyltriptamine) — "business man's special."
            (c) Peyote — "the button," "tops," "a moon," "bad seed," "p."
            (d) Mescaline.
            (e) Psilocybin.
            (f) Morning glory seed.
         (2) Users
            (a) Adventurers — curiosity — looking for "kicks."
            (b) Looking for magic cures — self-help.
            (c) Religious purposes and search for meaning.
            (d) Accidentally.

(3) Effects on the body.
  (a) Physiological effects.
    (1) Dilated pupils.
    (2) Sweating.
    (3) Elevation of blood pressure.
  (b) Psychological effects.
    (1) Distortion of perception.
    (2) Intensification of perception.
    (3) Illusions.
    (4) Distortion of time sense.
    (5) Pseudo-hallucinations and hallucinations.
    (6) Delusions.
    (7) Disturbance of judgment.
    (8) Feelings of invulnerability.
    (9) Feelings of depersonalization.
(4) Dangerous effects.
  (a) Unpredicatable reaction in "good" or "bad trip."
  (b) Damage to chromosomes.
  (c) Psychiatric illness.
    (1) Panic.
    (2) Extended psychosis.
    (3) Recurrence.
(5) Habit forming.
  (a) Drug dependency.
    (1) Physiological — addicting.
    (2) Psychological.
  (b) When taken on a regular basis.
  (c) When taken in excess.
(6) Recognizing dangerous drugs.
  (a) Marijuana.
    (1) Cigarette form.
    (2) Smells like burning weed.
  (b) Unlabeled pills.
  (c) Substances in powder form.
  (d) Presence of syringe.
(7) Hazards.
  (a) Unpredictable reactions.
    (1) Injury to user.
    (2) Unsafe for bystanders.
  (b) Family problems.
  (c) Social problems.
(8) Abstain.
  (a) Selection of friends.
  (b) Resist pressure of peer groups.
  (c) Avoid suspicious situations.
(9) Laws.
  (a) Harrison Narcotic Act (1914).
    (1) Opium and its derivatives.
  (b) Narcotic Drugs Import and Export Act (1922).
  (c) Marijuana Tax Act (1937).
  (d) Opium Poppy Control Act (1942).
  (e) Boggs Act (1951).
  (f) Narcotic Control Act (1956).
  (g) Drug Abuse Control Amendments (1965).
(10) Treatment.
  (a) Counseling.
  (b) Treatment centers.
    (1) Withdrawal.
  (c) Prevention.

Experiences and Activities

A. Guest speakers.
  1. Doctors.
  2. Clergy.
  3. Law enforcement officials.
B. Research papers.
C. Surveys.
D. Interviews.
E. Application of the problem-solving approach to a particular topic.
  1. Selection of problem area.
  2. Definition of the problem.
  3. Collection of data.
  4. Interpretation of data.
  5. Formation and application of conclusions.
  6. Evaluation of results.
F. Panel discussions of assigned topics.

References and Materials

A. Pamphlets.
  1. "Drug Abuse" California State Department of Education.
  2. "Alcohol, Tobacco, Narcotics," Denver Public Schools.
  3. "Alcohol Education," Colorado State Department of Public Health.
  4. "Drug Abuse," Smith, Kline & French Laboratories, Philadelphia, Pa.
B. Books.
  1. Todd, Frances, **Teaching About Alcohol;** McGraw-Hill Book Company, 1964.
  2. Howe, Hubert S., M.D., **Narcotics and Youth;** The Brook Foundation, Inc., 1953.
C. Films.
  1. Alcohol and the Human Body — Colorado State Department of Public Health.
  2. Is Smoking Worth It? American Cancer Society
  3. LSD — Insight or Insanity?
D. Tapes.
  1. Is Smoking Worthwhile? TAMA Company.
  2. Drinking, Must We? TAMA Company.
  3. Narcotics and Drug Addiction, TAMA Company.

CHAPTER XI

Environmental Sanitation

The need for community sanitation and reduction of the alarming increase in air and water pollution requires understanding of environmental and industrial control measures.

General Aims and Objectives

A. To realize the need for sanitation measures both voluntary and enforced and to keep the environment a healthful place to live.

B. To acquaint themselves with the available health services and resources in their community.

C. To acquaint themselves with the local, state, national and international tax-supported and voluntary health agency programs.

D. To work cooperatively with the health program of the school and the community.

E. To maintain a healthful home environment.

F. To realize the contributions of individual citizens to community health.

CONTENT OUTLINE

A. Need for environmental sanitation.
   1. Increasing populations.
      a. Large cities or areas of concentration.
         (1) Spread of communicable diseases.
         (2) Longer life span (old age diseases and care.)
         (3) Increase wastes.
            (a) Garbage.
            (b) Sewage.
            (c) Litter.
   2. Increased animal farming operations.
   3. Increased manufacturing.
      a. Industrial wastes.
      b. Smokes and odors.
      c. Atomic wastes.

B. Sanitation services of the health department.
   1. Education of citizens (talks and pamphlets.)
   2. Collect vital statistics.
   3. Assist in control of communicable diseases.
   4. Inspection and control.
      a. Food handling.
      b. Drugs and cosmetics.
      c. Unhealthful situations.
      d. New construction.
      e. Removal and disposal of wastes.
   5. Search for causes and cures of disease (laboratories.)

C. Fields for education, inspection, and health department control and regulations.
   1. Water supplies (when water is not consumed—only polluted and sent on.)
      a. Purity of sources.
         (1) Ground water.
         (2) Surface water.
         (3) Waterways.
      b. Purification methods.
      c. Reasons for contamination or pollution.
         (1) Municipal wastes.
         (2) Industrial wastes.
         (3) Agricultural methods (sprays-plowing-etc.)
         (4) Mining wastes.
         (5) Flooding.
   2. Food supplies.
      a. Meat—production and processing.
      b. Milk—production and processing.
      c. Grain—processing and storage.
      d. Fresh fruit and vegetables — production and handling.
      e. Food handling at eating places.
   3. Air pollution.
      a. Smog (smoke and fog).
      b. Fumes and odors (industrial, automotive).
      c. Soots and dusts.
      d. Flying insects.
   4. Communicable diseases.
      a. Quarantine or isolation.
      b. Causes and cures.
      c. Statistics
   5. Pest control.
      a. Carriers of disease.
      b. Destroy food.
      c. Arthropods.
         (1) Flies.
         (2) Cockroaches.
         (3) Mosquitoes.
         (4) Fleas.
         (5) Ticks.
      b. Plants (bacteria and fungi).
      c. Protozoans.
      d. Worms (tapeworm, hookworm, trichina).
      e. Vertebrates.
         (1) Rats, mice.
         (2) Rabbits.
      f. Diseased animals.
         (1) Rabies in carnivurous animals.
         (2) Anthrax in cattle and sheep.
   6. Noise abatement.

Experiences and Activities

A. Pupil individually or as a class take a field trip:
   1. To the health department.

2. To the sewage disposal plant.
3. To a dairy or milk processing plant.
4. To a meat processing plant.
5. To some eating place.
6. To a water purification plant.

B. Have pupils hear speakers:
1. From the personnel of the health department.
2. Doctors interested in public sanitation measures.
3. The school nurse on school sanitation measures.

C. Pupils obtain pamphlet material from health department (national, state, or county) and make reports to the class.

D. Pupils make posters with health information to educate and call attention to the need for sanitation measures.

E. Pupils view the carriers of disease under the microscope.

F. Pupils view the disease germs of communicable diseases under the microscope.

G. Pupils organize a litterbug campaign for school or community; use posters, news stories, radio, or telecasts.

References and Materials

A. Pamphlets — distributed by the Colorado Department of Public Health (CDPH), American Association of Health, Physical Education, and Recreation (AAHPER), and county health departments.
1. Water standards and purification.
   a. **You Pollute Colorado Streams,** CDPH.
   b. **Needed — Clean Water,** U.S. Department of Health, Education, & Welfare.
   c. **Clean Water — Everybody's Business** — U.S. Department of Health, Education, and Welfare, Bulletin No. 11.
   d. **Controlling Environmental Health Conditions,** AAHPER, 1201 16th St., N.W. Washington, D. C.
2. Air Pollution.
   a. **Air Pollution—1966-A Report,** CDPH.
   b. **Measuring Air Quality,** U.S. Public Health Service.
   c. **With Every Breath You Take** — Reader's Digest, Sept. 1965.
   d. **Take Three Giant Steps to Clean Air** — U.S. Public Health Service.
   e. **Health Bulletin for Teachers** — Vol. XXIX, No. 2, 1964, Metropolitan Life Insurance Co.
   f. **Controlling Environmental Health Conditions** — AAHPER.
3. Food Protection.
   a. **Cold Facts about Home Food Protection** — U.S. Public Health Service.
   b. **Danger in Raw Milk** — CDPH.
   c. **Controlling Environmental Health Conditions** — AAHPER.

D. Films.
1. **City Water Supply,** University of Colorado, 11 min. in color.
2. **Municipal Sewage Treatment Process,** University of Colorado, 13 min. in color.
3. **Water for the Community,** University of Colorado, 11 minutes, black and white.
4. **Food,** University of Utah, 15 min. in color.
5. **Radioactive Fallout and Shelter.** Brigham Young University. 28 min., color.

CHAPTER XII

First Aid

Knowledge of handling accident and illness situations is needed by every individual at some time. Skill in applying acceptable techniques is essential during emergencies.

General Aims and Objectives

A. The most important objective of first aid teaching is **accident prevention** and the application of safety practices.

B. The scond objective is to teach **what to do** and **what NOT to do** in case of accident or sudden illness.

CONTENT OUTLINE

A. Need for first aid.
1. What is first aid?
2. Value of having first aid knowledge.
3. The cost of accidents.
4. Shock: causes, signs, first aid.
5. A scrapbook or notebook for first aid.
6. Problems and things to do.
7. Review questions.

B. Wounds: Dressings and bandages.
1. What have germs to do in relation to wounds?
2. What is infection?
3. First aid for wounds in which bleeding is not severe.
4. Practical work.
5. Do you know what to do?
6. Problems caused by wounds.
7. Review questions.

C. Unusual wounds.
1. Tetanus (lockjaw).
2. Rabies (hydrophobia).

3. Snake bite.
4. Eye injuries.
5. Review questions.

D. First aid for bleeding.
1. General first aid measures.
2. Use of tourniquet.
3. Use of finger pressure.
4. Nosebleed.
5. Practical work.
6. Do you know what causes bleeding?
7. Review questions.

E. Bruises: The circulatory system.
1. Bruises.
2. The blood flow.
3. Practical work.
4. Do you know what to do about bruises?
5. Problems created by bruises and things to do.
6. Review questions.

F. The breathing system: Artificial respiration.
1. Why breathing is necessary.
2. The breathing process.
3. The way to give artificial respiration.
4. When does artificial respiration help?
5. Rescuing people who need artificial respiration.
   a. Drowning.
   b. Electric shock.
   c. Carbon monoxide.
6. Difficulties of administering artificial respiration.
7. Water safety.
   a. Swimming.
   b. Boating.
   c. Ice skating.
   d. Ice boating.
8. Review questions.

G. Poisoning.
1. Examples of poisons.
2. First aid for poisoning.
3. Review questions.

H. Body framework: Fractures.
1. Skeleton (body frame work).
2. Joints and ligaments.
3. Muscles and tendons.
4. Simple and compound fractures.
5. What to do if you suspect a fracture.
6. Problems resulting from fractures.
7. Signs indicating fracture.
8. First aid.
9. Review questions.

Experiences and Activities

A. Write and give a play which involves first aid.

B. Tell some true stories in which first aid played a vital part.

C. Construct own first aid kit.

D. Contact the Red Cross before starting the course. If qualified, the materials to certify the class will be sent. If not qualified, they will send a person to teach the course.

References and Materials

A. Textbook.
1. **American Red Cross First Aid Textbook for Juniors.** Doubleday and Company, Garden City, New York. 1953.

B. Films.
1. **First Aid Fundamentals** —30 min. —black & white. Coronet Films.

C. Tapes.
1. **Safety and First Aid** — 15 min. TAMA, Minneapolis, Minn.

CHAPTER XIII

School and Community Health Services

Every student should have knowledge of the health services available at school and within the community. An understanding of the procedures and forms used to obtain these services is also essential, as well as policies and costs relating to them.

General Aims and Objectives

A. To become acquainted with the available health services in the school and community.

B. To become acquainted with the local, state, national, and international health agencies.

C. To realize the responsibility of helping everyone to be well by promoting health education and health services.

D. To develop an appreciation of one's role as a future citizen of the community and one's responsibility to support community health projects, both official and voluntary.

CONTENT OUTLINE

A. School health services.
1. Appraisal.
2. Counseling.
3. Emergency care.
4. Disease control.

B. Health department organization (city, county, and state.)
1. Board of Health.

2. Commissioner of Health.
3. Departments of Health.
   a. Administration.
      (1) General administration.
      (2) Records and statistics.
   b. Maternal and child health services.
      (1) Mother and young children.
      (2) Physically handicapped.
   c. Community health services.
      (1) Nursing.
      (2) Nutrition.
      (3) Public health education.
   d. Preventable disease.
      (1) Communicable diseases, including tuberculosis.
      (2) Social hygiene.
      (3) Laboratories.
      (4) Chronic diseases, including heat disease, cancer, strokes, and arthritis.

C. National health services.
   1. Department of Health, Education, and Welfare (HEW).
      a. Foreign ship and plane quarantine.
      b. Domestic quarantine (inter-state).
      c. Scientific research — National Institutes of Health.
      d. Cooperation with state departments.
      e. Control of manufacture of drugs and medicines.
         (1) Food and drug administration.
         (2) Bureau of animal industry.
      f. Children's bureau.

D. Voluntary Health Organizations.
   1. Some national organizations.
      a. National Tuberculosis Association.
      b. American Cancer Society.
      c. American Heart Association.
      d. National Foundation (infantile paralysis).
      e. American National Red Cross.
      f. National Association for Mental Health.
   2. Some professional organizations.
      a. American Dental Association.
      b. American Medical Association.
      c. American Public Health Association.
      d. National Organization of Public Health Nursing.
      e. American Nurses Association.
   3. Some endowed foundations interested in health.
      a. Rockefeller Foundation.
      b. Rockefeller Institute for Medical Research.
      c. Kellogg Foundation.
      d. The Commonwealth Fund.
      e. Millbank Memorial Fund.
   4. Community Groups.

Experiences and Activities

A. Guest Speakers.
   1. Ask the school nurse to talk to the class on organization and activities of the school health services.
   2. Invite a representative from the city health department to talk to the class about mosquito control, air pollution, and water problems in Colorado.

B. Have the class develop a questionnaire to study the services of the Bureau of Examining Boards to determine: General amount of training; general qualifications; limitations of the law; fee involved; length of the validity of the license; requirements for renewing the license of the following occupations and business establishments: Barbering, Barber Shops, Beauty Shops, Chiropody, Chiropractic, Dental Hygienists, Dentistry, Embalming, Funeral Directing, Funeral Establishments, Medicine and Surgery, Optometry, Osteopathy, Pharmacy, Practice of Massage, Practice of Physical Therapy, Veterinary and Surgery.

C. Have each student investigate his family's medical cost for one year including health insurance if any.

D. Pupil reports of the services and activities of volunteer health organizations.

E. Pupil reports of the activities and services of national health organizations.

F. Secure from the American Medical Association Public Service "Your Family and Health Record" for each member of the class. This record would give basic health facts about members of the family — for school records, for insurance forms, for a doctor's medical history.

G. Have the class develop a "billfold size" card or sheet that would include the following information:
   1. Dates of immunizations.
   2. Checklist of diseases.
   3. Illnesses — diabetes, epilepsy, heart.
   4. Insurance information.

H. Pupil reports on the activities initiated, planned and directed by the local Boards of Health concerning: Assistance to Crippled Children's Clinics; Assistance to classes in Home Nursing and Obstetrical Nursing; Chest X-ray Surveys; Community Health Surveys; Compilation of accident reports; Family Health Service; Fly Control Program; Food Handler classes; Grade "A" milk program; Immunization Clinics — polio vaccinations; improved sewage disposal programs; improved trash and garbage collection and disposal programs; inspection of nursing and child care homes, taverns, grocery stores, meat markets, bakeries, poultry processing establishments, slaughter houses, camps, and trailer courts; lectures, discussions, radio interviews, and television programs, morbidity reports, services to county and parochial schools, tuberculosis culturing and well-child conferences.

References and Materials

A. Textbooks.
   1. **Health and Safety for You,** pp. 469-479.
   2. **Modern Health,** pp. 425-437.
   3. Gallagher, J. Roswell, Goldberger, I. H., Hallock, Grace T., **Health for Life,** Ginn, Boston, 1964, pp. 449-465.

B. Pamphlets.
   1. **The Nurse in the Lincoln Public Schools,** School Health Office.
   2. **For Better Health in Nebraska,** State of Nebraska Department of Health.
   3. **Your Family Health Record,** American Medical Association, 535 N. Dearborn St., Chicago 10, Illinois.
   4. **School Health Program,** U.S. Department of Health, Education & Welfare, Washington, D.C.
   5. **NEA-AMA Joint Committee Series** — American Association of Health, Physical Education, and Recreation.

C. Films.
   1. **Responsibility,** 15 min., black and white.
   2. **Community Health in Action,** 20 min., color.
   3. **Teacher Observations of School Children,** Metropolitan Life Insurance Co. 18 min., color.

D. Filmstrips.
   1. Community Health Series, color — Rocky Mountain Film Catalogue.
      a. **Communicable Diseases.**
      b. **Maintaining Community Health.**
      c. **Safeguarding Our Food.**

E. Overhead Projector Transparencies.
   1. **Concept 2** — School Health Education Study, 3M Company, Box 3100, 2501 Hudson Road, St. Paul, Minnesota.

CHAPTER XIV

Prevention and Control of Diseases

The prevention and control of common childhood diseases was included in units for pre-adolescent children. A continuation of this study is outlined here for the special concern of high school age students. A decrease in the rate of venereal disease is one desired outcome of this instructional unit.

General Aims and Objectives

Students should:

A. Have knowledge of the diseases which affect various age groups.

B. Learn the causes of disease.

C. Recognize some of the common symptoms of disease.

D. Appreciate the importance of early diagnosis and treatment of communicable and noncommunicable diseases.

E. Develop attitudes and habits which aid in the control of disease.

F. Learn where assistance and guidance can be obtained for the prevention and control of disease.

G. Learn the relationship of community health problems to personal health.

CONTENT OUTLINE

A. Communicable diseases.
   1. Spread of communicable diseases.
      a. Personal unsanitary practices.
      b. Carriers.
      c. Epidemics.
   2. Causes of communicable diseases.
      a. Causative agents of disease.
         (1) Bacteria.
         (2) Fungi.
         (3) Viruses.
         (4) Other causes.
      b. Resistance or susceptibility of human beings.
   3. Major communicable diseases.
      a. Respiratory diseases.
         (1) Common cold.
         (2) Influenza.
         (3) Pneumonia.
         (4) Tuberculosis.
         (5) Sore throat.
         (6) Scarlet fever.
         (7) Rheumatic fever.
         (8) Measles.
         (9) German measles.
         (10) Chickenpox.
         (11) Smallpox.
         (12) Mumps.
         (13) Meningococcus meningitis.
         (14) Diphtheria.
         (15) Whooping cough.
      b. Gastro-intestinal diseases.
         (1) Typhoid fever.
         (2) Bacillary dysentry.
         (3) Amoebic dysentry.
         (4) Cholera.
         (5) Trichinosis.
         (6) Hookworm.
         (7) Tapeworm.
         (8) Ringworm.
         (9) Impetigo.
         (10) Athlete's foot.

c. Contact diseases.
(1) Venereal diseases (syphillis, gonorrhea).
(2) Trachoma.
(3) Erysipelas.
(4) Scabies.
(5) Tetanus.
(6) Rabies.
d. Inoculation diseases.
(1) Malaria.
(2) Yellow fever.
(3) Dengue.
(4) Filairasis.
(5) Plague.
(6) Typhus fever.
(7) Relapsive fever.
(8) Rocky Mountain spotted fever.
(9) African sleeping sickness (encephalitis).
e. Other communicable diseases and conditions.
(1) Infectious mononucleosis.
(2) Infectious hepatitis.
(3) Undulant fever.
(4) Boils and carbuncles (staphylococcus).
(5) Polio.

B. Noncommunicable diseases.
1. Contributing factors (obesity, undue fatigue, harmful substances).
2. Signs of noncommunicable diseases (pain, loss of weight, loss of appetite, malaise, unusual lumps and sores).
3. Major noncommunicable diseases.
a. Cancer.
b. Heart disease.
c. Stroke.
d. Allergies.
e. Tooth decay.
f. Arthritis.
g. Acne.
h. Epilepsy.
i. Diabetes.
j. Appendicitis.
k. Emphysema.

C. Prevention and control of disease.
1. Individual factors.
a. Personal plan.
(1) Physical fitness.
(2) Cleanliness.
(3) Nutrition.
(4) Medical and dental examinations.
b. Immunizations.
c. Home sanitation.
2. Local, state, national, and world factors.
a. Public health services.
(1) Maternal and child health.
(2) Communicable disease control.
(3) Vital statistics.
(4) Health education.
(5) School health services.
(6) Environmental sanitation.
(a) Food sanitation (milk, meat, restaurants).
(b) Sewage disposal.
(c) Air pollution.
(d) Water pollution.
(e) Insect and rodent control.
(f) Garbage disposal.
b. Health agencies.
(1) Voluntary health associations.
(a) American Cancer Society.
(b) American Heart Association.
(c) National Tuberculosis and Health Association.
(d) Others.
(2) Commercial and trade organizations.
(a) National Dairy Council.
(b) Insurance companies.
(c) Others.
(3) Professional organizations.
(a) Medical and dental societies.
(b) Others.
(4) Community service organizations.
c. World Health Organizations.

D. Modern medical care.
1. Methods of diagnosis.
a. Blood test.
b. X-ray.
c. Biopsy.
d. Medical history.
e. Others.
2. Antibiotics and chemotherapy.
3. Physiotherapy.
4. Radioactive isotopes.
5. Hospital services.
6. Medical and dental prosthesis.
7. Home care of ill.
a. Personal care.
b. Diversions.
c. Disinfection.

Experiences and Activities

Students may:

A. Wear gauze masks for one period, using a microscope or magnifying lens, examine the guaze at the next period for pieces of lint and other matter extracted from the air.

B. Using cardboard and modeling clay, construct mock-ups of a private or public water system.

C. Develop a clean-up week program for the school.

D. Survey the community for insect and rodent breeding areas.

E. By means of a survey, determine the incidence and prevalence of disease in the school.
F. Write health articles for the school paper.
G. Discuss:
   1. Spread of disease by improper sewage disposal.
   2. Sewage disposal while on picnics or camping.
   3. Modern sewage treatment plants.
   4. Construction and location of septic tanks.
   5. Purpose and functions of U.S. Public Health Service.
   6. Purpose and function of voluntary health agencies.
   7. Sanitary landfill method of garbage disposal.
   8. Spread of disease by improper food handling.
   9. School water supply and dispensers.
   10. School sanitation.
   11. Fluoridation of public water supplies.
   12. Meaning of A, B, or C grade restaurants.
   13. Health requirements for food handlers or cooks.
   14. Clean public restrooms.
   15. Blood test for marriage.
   16. Purpose of the TB skin test.
H. Prepare posters explaining cancer warning signals.
I. Prepare graphs showing deaths from various causes in the local community and state.
J. Collect articles from newspapers on community health problems.
L. Take field trips by student committees to:
   1. Water purification plant.
   2. Sewage treatment plant.
   3. Garbage collection firm or department.
   4. Dairy farm or milk processing plant.
   5. Blood bank.
   6. Frozen food processing plant.
   7. Local hospital or nursing home.
   8. Refrigerator freight cars or trucks.
   9. Local dump.
M. Make committee reports on field trip activities.
N. Invite:
   1. Health department sanitarian to discuss sewage and garbage disposal.
   2. Physician or dentist to explain purpose and functions of medical or dental professional societies.
   3. School nurse or public health nurse to explain school health services.
   4. Representatives from local Cancer Society, Heart Association, or Tuberculosis and Health Association to explain their community services.
   5. Milk inspector or meat inspector to explain his work.

References and Materials

A. Basic Materials
   1. American Public Health Association: **Control of Communicable Diseases in Man** (9th ed.). The Association, 1790 Broadway, New York, New York, 1960.
   2. **Disease Control Series** — Metropolitan Insurance Company, 1 Madison Ave., New York, N.Y.
   3. **Teachers Handbook on Venereal Disease Education** — AAHPER, 1201 16th St., N.W. Washington, D.C.
   4. **Venereal Disease Resource Unit for Senior High School** — AAHPER, 1201 16th St., N.W. Washington, D.C.
   5. Smolensky, John, and Haar, Frank: **Community Health,** W. B. Saunders Co., Philadelphia, 1961.
B. Periodicals
   1. **American Journal of Public Health,** American Public Health Association (see above).
   2. **Journal of the American Medical Association,** 535 N. Dearborn Street, Chicago.
   3. **Journal of Health, Physical Education and Recreation,** 1201 16th St., N.W. Washington, D.C.
   4. **Public Health Reports,** U.S. Public Health, Education, and Welfare, Washington, D.C.
   5. **Scientific American,** 415 Madison Avenue, New York, N.Y.
   6. **Today's Health,** 535 N. Dearborn Street, Chicago, Illinois.
C. Audiovisual Materials
   1. American Cancer Society, Oregon Division, 739 S.W. Alder St., Portland.
   2. Coronet Instructional Films, 65 E. Water St., Chicago.
   3. McGraw-Hill Book Co., Text-Film Department, 330 W. 42nd St., New York.
   4. **Immunization from Infant to Adult** — TAMA Audio-tape High School Series, Suite 795, 608 Second Avenue South, Minneapolis, Minnesota.

CHAPTER XV

Family Living and Sex Education

Problems relating to dating, marriage, and family life are normal concerns of high school age students. Developing proper attitudes and practices at this level will result in more stable marriages, fewer divorces, a decrease in illegitimate births and abortions, and happier family living.

Introduction

Family life and sex education is a cooperative effort by the home, school, church, and community to provide selected learning experiences and guidance for young people — in the school and out — concerning the needs, interests, problems, and goals which arise out of human psycho-sexual development primarily related to love, marriage, parenthood, and family living.

Its objective is to help young people base on social knowledge which will enable them to express their sexual and mating impulse as a constructive rather than a destructive force in modern democratic living—socially and ethically acceptable as well as personally satisfying.

The need for units in family living and sex education is shown, in part, by existing problems: the increase in illegitimate births; increased instability of teen-age marriages; rise of venereal disease; illegal abortion; divorce or broken homes; misconceptions about sex.

To achieve a quality program, a teacher must work closely with the parents and community agencies to be aware of their attitudes toward the sex education and family living offered by the school. A successful program of family living and sex education depends on the support of parents, churches, and other community agencies.

General Aims and Objectives

A. To present youths with a background of basic values upon which ideals, standards, and philosophy of life may be formulated.

B. To delineate the meaning and significance of marriage, parenthood, and family life.

C. To identify traits in a prospective husband or wife which lead to a wholesome, healthy, and happy marriage.

D. To teach the psychological, social, and moral implications of sexual maturity.

E. To impart essential scientific and physiological information so that young people can intelligently understand sex and its relationship to life and family.

F. To develop an understanding of the cause, transmission, recognition, treatment and prevention of V.D.

G. To eliminate unscientific fears, information, and misconceptions about venereal disease; to gain knowledge of effects of V.D. on the individual and the community.

H. To outline the responsibilities of the individual and the community in the prevention and control of venereal disease.

CONTENT OUTLINE—FAMILY LIVING

A. The role of the family in society.
   1. Evolution of the family as a social unit.
   2. Functions of the family as a social unit.
   3. Characteristics of the family.
      a. The typical family in our culture.
      b. Atypical families in our culture.
      c. Families in other cultures.
         (1) Polygamy.
         (2) Polyandry.
   4. Strength or weakness factors in today's families.
   5. Needs fulfilled by the family.
      a. Security, love, and approval.
      b. Economic.
      c. Socialization.
      d. Sexual.
      e. Reproduction.
      f. Child rearing.

B. Preparation for marriage.
   1. Sound values, ideals, and concept development.
      a. Dating and choosing a mate.
         (1) Type of dating.
         (2) Type of love.
         (3) Factors to consider in choosing a mate.
            (a) Character traits.
            (b) Health.
            (c) Cultural background.
            (d) Interests and goals.
            (e) Respect and confidence.
            (f) Attitudes.
      b. The engagement period.
         (1) Purposes.
         (2) Behavior patterns.
         (3) Premarital relations by engaged couples.
         (4) Problems for discussion.
            (a) Finance.
            (b) Religion.
            (c) Children.
            (d) Individual and mutual goals.
            (e) In-laws.
   2. State laws governing marriage.
      a. Legal requirements.
      b. Variations of laws in other states.
   3. Premarital examination.
      a. Examination required by law.
      b. Advantage of a thorough medical examination.
      c. Counseling.
         (1) Marital adjustment.
         (2) Family planning.

C. Marriage adjustment.
   1. Basic human needs of husband and wife.
   2. Major adjustments.
      a. Personality.
      b. Social and cultural.
      c. Intellectual.

d. Sexual.
e. Physical.
f. Religious.

3. Major problems.
a. Financial.
b. Home management.
c. Responsibility acceptance.
d. Employment.
e. In-law relationships.
f. Religion.
g. Children.
h. Opinion differences.

4. Recognizing the problems.
a. Talk over problems together.
b. Consult with physician and/or clergyman.
c. Confer with professional people.

5. Period of adjustment.

D. Parenthood.
1. Heredity.
a. Inherited characteristics; RH fatcor.
b. Role of chromosomes and genes.
c. Dominant and recessive traits.

2. Child development.
a. Beginning of life.
(1) Fertilization.
(2) Mitosis.
(3) Multiple births.

b. Pregnancy.
(1) Symptoms.
(2) Diet and exercise.
(3) Prenatal care.

c. Prenatal development.
(1) First weeks of life.
(2) Embryo.
(a) Physical characteristics.
(b) Role of placenta and umbilical cord.
(3) Fetus.
(a) Physical characteristics.
(b) Pattern of development.

3. Birth process.
a. Labor stages.
(1) Characteristics.
(2) Time element.

b. Caesarean birth.

4. Congenital defects.

5. Care of the infant.
a. Medical.
b. Immunizations.
c. Diet and breast feeding.

6. Practice of spacing children.
a. Health of mother.
b. Financial considerations.
(1) Prenatal care and childbirth.
(2) Long-range health and welfare of each child.

c. Methods of birth control.

7. Adoption.
a. Value of adoption.
b. Proper sources.
c. Blackmarket babies.

8. Rearing children.
a. Responsibilities.
b. Individual differences.
c. Attitudes toward children.
d. Emotional, mental, social, physical needs, and problems of children.

E. The family.
1. The family in the community.
a. Social responsibilities.
b. Consumer education.
c. Recreation.
d. Education.

2. The family at home.
a. Parent-child relationships.
(1) Identification with family.
(2) Adult guidance.
(3) Parental counseling.

b. Siblings and peers.
c. Responsibilities.

3. Meeting family crisis.
a. Types of crises.
(1) Serious illness or accident.
(2) Unemployment and financial difficulty.
(3) Physical complications — illness.
(4) Grandparent responsibilities.
(5) Knowledge of death.

CONTENT OUTLINE—SEX EDUCATION

A. Reasons for study.
1. Importance in life.
2. Reproduction.
3. Emotional reactions.

B. Sexual behavior.
1. Stimulation.
2. Intercourse.
3. Masturbation.
4. Homosexuality.

C. Reproductive system.
1. Female.
a. Valva.
b. Hymen.
c. Vagina.
d. Cervix.
e. Uterus.
f. Fallopian tubes.
g. Ovaries.
h. Menstruation.
(1) Purpose.
(2) Ovulation and menopause.
(3) Problems.

2. Male.
   a. Penis.
   b. Testes.
   c. Scrotum.
   d. Epididymis.
   e. Seminal vesicles.
   f. Vas Deferens.
   g. Prostate gland.
   h. Urethra.
   i. Seminal emissions.

D. Illegitimacy.
   1. Illegitimate birth rate today.
   2. Problems of the unwed mother.
   3. Problems of the unwed father.

E. Abortion.
   1. Abortion rate today.
   2. Laws of nature.
   3. Legal laws.
   4. Physical and psychological effects.

F. Venereal diseases.
   1. Statistics.
      a. Increase in United States.
      b. Venereal disease among young people.
      c. Case rates in Colorado.
   2. Prevalent types.
      a. Syphilis.
         (1) Cause and transmission.
            (a) Spirochete bacterium or germ.
            (b) Direct sexual relations.
            (c) From mother to unborn child.
            (d) Misconceptions: Kissing, toilet seats.
         (2) Symptoms.
            (a) Primary stage — chancre.
            (b) Secondary stage — skin rash.
            (c) Latent stage — no outward signs.
            (d) Late stage — recurrence of secondary stage.
         (3) Effects of Syphilis.
            (a) Blindness.
            (b) Mental illness.
            (c) Paralysis.
            (d) Deafness.
            (e) Heart disease.
            (f) Death.
            (g) Stillborn babies.
            (h) Infants born with any of same defects.
         (4) Diagnosis.
            (a) History of signs and symptoms.
            (b) Blood test.
            (c) Physical examination.
         (5) Treatment.
            (a) Physician only.
            (b) Penicillin.
      b. Gonorrhea.
         (1) Cause and transmission.
            (a) Gonococcus.
            (b) Sexual relations.
            (c) Infected mother to unborn baby.
         (2) Symptoms.
            (a) Pus in urine of male.
            (b) Hard to detect in female.
         (3) Effects of Gonorrhea.
            (a) Damage to sex organs.
            (b) Sterility.
            (c) Crippling.
            (d) Blindness.
            (e) Death.
         (4) Diagnosis.
            (a) Microscopic examination of smears.
            (b) Culturing smears.
            (c) Physical examination.
         (5) Treatment.
            (a) Physician only.
            (b) Penicillin.
   3. Community and individual responsibilities.
      a. Education — in home and schools.
      b. Health Department.
         (1) Case-finding.
         (2) Treatment.
         (3) Surveillance.
         (3) Conflicts between marriage partners.
         (4) Death of a family member.
      b. Sources of help.
         (1) Clergyman.
         (2) Physician.
         (3) Counseling agencies.
   4. Types of family life.
      a. Happy home.
      b. Unhappy home.
      c. Family without mother or father.
         (1) Desertion.
         (2) Divorce.
         (3) Separation.
         (4) Death.
      d. Stepparent or parents.
      e. Guardians.

F. Adjustments for single persons.
   1. Achievement of professional success.
   2. Relationships with their family group and with friends.
   3. Establishment of own home.
   4. Developing a creative philosophy of life.

G. Adjustment to later life.
   1. Increased leisure time.
   2. Decreased income.
      a. Social Security.
      b. Medicare.
      c. Family doctor.
         (1) Education.
         (2) Treatment.
         (3) Reporting.

d. Individual.
   (1) Seek education.
   (2) Seek treatment.
   (3) Support preventive and control effects.

Experiences and Activities

A. Trace historical developments of the family as a social unit.

B. Have each individual trace his family tree; list the name, occupation, and nationalities of ancestors.

C. Have a suggestion box in which students can place questions or topics they would like discussed in class.

D. Panel discussion on choice of date, excessive dating, steady dating, and what parents expect of you when dating.

E. Invite a clergyman, physician, marriage counselor, and a married couple to discuss problems encountered by married couples.

F. Invite a physician to discuss the premarital examination.

G. List individually traits for which to look in a mate.

H. Discuss characteristics of parental disciplinary methods.

I. Discuss characteristics of a happy marriage and factors which might lead to unhappy marriages.

J. Discuss why venereal disease is a teenage and young adult problem.

K. Discuss the emotional effect upon a young person who contracts V.D. Why?

L. Have a guest speaker who is associated with V.D.

M. Study the latest statistics on V.D.

N. Study the latest statistics on illegitimate births and abortions.

References and Materials

A. Suggested Texbooks:
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   2. Julian, Jackson; **Modern Sex Education;** Holt, Rinehart and Winston.

B. Resource Books and Pamphlets.
   1. **Family Life and Sex Education Bibliography;** U.S. Department of Health, Education, and Welfare; Washington, D.C., 1966.
   2. **Reading Materials on Aspects of Sex Education for Parents and Children;** U.S. Department of Health, Education, and Welfare; Washington, D.C., 1967. (Excellent listing of readings.)
   3. Johnson, Eric W.; **Love and Sex in Plain Language;** J. B. Lippincott Company, New York; 1965.
   4. "Growth Patterns and Sex Education," **The Journal of School Health;** American School Health Association; May, 1967. (A suggested program for Kindergarten through Grade Twelve).
   5. Levine, Milton I., M.D.; "Sex Education in the Public Elementary and High School Curriculum," **The Journal of School Health;** American School Health Association; January, 1967.
   6. Burnett, R. Will, et al; **Life Goes On;** Harcourt, Brace and World Science Program: New York; 1959.
   7. American Association for Health, Physical Education and Recreation; **Health Concepts;** American Association for Health, Physical Education and Recreation: Washington, D.C., 1967.
   8. **The Miracle of Life;** American Medical Association, 1966.
   9. **Venereal Disease Education . . . A Teaching Guide;** Minnesota Department of Health; University Campus, 1966.
   10. **Venereal Disease Resource Unit;** American Association for Health, Physical Education, and Recreation: Washington, D.C., 1967.
   11. **"Strictly for Teen-agers,"** U.S. Government Printing Office: Washington, D.C., 1964. Publication No. 913 (Pupil).
   12. **"About Syphilis and Gonorrhea",** U.S. Department of Health, Education, and Welfare; Washington, D.C., 1964. Publication No. 410. (Pupil).
   13. **Growth Patterns and Sex Education,** K-12; Journal of School Health, May 1967.

C. Films.
   1. **Human Heredity.** 20 min. E. C. Brown Test; Portland, Oregon.
   2. **Human Growth.** 19 min. color. E. C. Brown Test; Portland, Oregon.
   3. **Human Reproduction.** 21 min. color. McGraw-Hill, Inc., New York, 1965.
   4. **Family Life.** 11 min. color. Coronet Films; Chicago, Ill.
   5. **Marriage is a Partnership.** 16 min. Coronet Films; Chicago, Ill.
   6. **The Innocent Party.** 17 min. color. Calvin Productions; Kansas City, Missouri.
   7. **A Quarter Million Teen-agers.** 16 min. Color. Churchill Films, University of Colorado.
   8. **The Invader.** 37 min. Black and white. Center for Mass Communication, Columbia University, New York.
   9. Sex Information and Education Council of the U.S., 1790 Broadway, New York, N.Y.

D. Tapes.
   1. **Menstruation Facts Men Need Understand.**

2. **Menstruation Variations** (Girls).
3. **Preparation for Marriage** (Emotional).
4. **Preparation for Marriage** (Physical).
   TAMA Division of Professional Productions, Inc. Northstar Medical Office, Minneapolis, Minnesota.
5. **Venereal Disease.** 15 min. TAMA Division of Professional Productions, Inc., Northstar Medical Offices, Minneapolis, Minnesota.

E. Transparencies.
1. **Marriage and the Family Responsibility and Privileges.**
2. **Conception, Prenatal Development and Birth.** 3M Company, Education Press, Visual Products Division, St. Paul, Minnesota.

CHAPTER XVI

Emergency Procedures

Emergency procedures become more numerous as activities increase. First-aid, medical self-help, and survival prepardedness are among those in which high school students should acquire knowledge and skill.

General Aims and Objectives

A. To develop student interest in safety.

B. To teach a student how to give proper immediate care of injuries. In case he is too seriously injured to help himself, he may be able to direct others toward proper care. (In case of disaster, with medical and hospital service curtailed, citizens must rely largely upon themselves for a time, caring for their own injuries and for those of others.)

C. To give immediate and temporary care to a victim of an accident or illness until the services of a physician can be obtained.

D. To describe what actions to take when the services of a physician aren't available.

E. To develop an understanding of radioactive fallout and what protective measures can be taken against it.

F. To make students aware of what to expect in emergency shelters and to give knowledge of the techniques to cope with them.

CONTENT OUTLINE

A. First aid—the how and why.
1. Immediate first aid needs.
   a. Severe bleeding.
   b. Stoppage of breathing.
   c. Poisoning.
2. Wounds.
   a. Definition.
   b. Infections.
      (1) Define infection.
      (2) Recognizing infected wounds.
      (3) Areas of body favoring infection.
   c. First aid for wounds.
      (1) When bleeding is not severe.
      (2) When bleeding is severe.
      (3) Internal bleeding.
      (4) Infected wounds.
      (5) Gunshot wounds.
      (6) Wounds with danger of tetanus.
      (7) Animal bites.
   d. Bandages.
      (1) Anchoring a bandage.
      (2) Tying off a bandage.
      (3) Circular turn.
      (4) Spiral turn.
      (5) Figure of eight.
      (6) Recurrent turn.
3. Shock.
   a. Deninition.
   b. Signs and symptoms.
   c. Dangers of shock.
   d. First aid care.
4. Artificial respiration.
   a. Objective of artificial respiration.
   b. Need for oxygen.
   c. Conditions under which given.
   d. Mouth-to-mouth method.
5. Poisoning by mouth.
6. Injuries to bones, joints, and muscles.
   a. Fractures.
      (1) Define.
      (2) Causes and prevention.
      (3) Signs and symptoms.
      (4) Essentials of first aid when treating fractures.
   b. Head injuries.
      (1) Symptoms.
      (2) First aid given in case of head injuries.
   c. Sprains.
   d. Dislocations.
   e. Strains.
7. Burns.
   a. Burns.
      (1) Classification of burns.
      (2) Hazards associated with fires.
   b. Thermal burns.
   c. Sunburn.
   d. Chemical burns.
      (1) Treatment must be immediate.
      (2) Use water or sodium bicarbonate.
   e. Excessive heat.
      (1) Exhaustion.

(2) Stroke.
(3) Cramps.
8. Frost bite.
9. Common emergencies.
a. Heart attack.
b. Apoplexy (stroke).
c. Simple fainting.
d. Epileptic convulsions.
e. Unconsciousness — cause unknown.
f. Foreign body in the eye.
g. Foreign body in throat or air passages.
10. Transportation of patient.
a. Method of transfer.
b. Preparing the patient for transfer.
11. Medical self-help, to be used with appropriate first aid units.
a. Nursing care of sick and injured.
b. Infant and child care.
c. Emergency childbirth.

B. Disaster preparedness.
1. Types of disasters.
a. Radioactive fall-out.
b. Floods.
c. Turbulent wind storms.
d. Fires.
e. Earthquakes.
f. Epidemics.
2. Factors to be considered for living during a disaster.
a. Shelter.
b. Food.
c. Clothing.
d. Sanitation measures.
e. Possible evacuation.
f. Listen to radio.
g. Medical and nursing care.
h. Vermin control.
i. Storage.
j. Effect on human beings involved.
3. Extra basic survival needs for radioactive fall-out.
a. Underground shelter — public and private.
b. Advance stocking of shelters with foods, water, bedding, medical supplies, disposal equipment, communications, heat, light, and water.
4. How to build a home shelter.

Experiences and Activities

A. Demonstrate and have students perform the following:
1. Bleeding control — direct, finger pressure, and tourniquet.
2. Cravat bandage.
3. Techniques used when using gauze bandage.
4. Four-tailed bandage.
5. Splinting.
6. Practice methods in the transportation of a patient.

B. Have student relate some experiences they have had with first aid treatment.

C. Have someone from the office of Civil Defense talk to students.

D. Visit a public and an individual fall-out shelter.

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1. The American National Red Cross. **First Aid Textbook.** Doubleday & Company, Inc., Garden City, New York. Fourth edition, 1957.
2. Oliver E. Byrd, M.D., Elizabeth Neilson, Virginia Moore, **Health.** Laidlaw Brothers, River Forest, Illinois. 1966.
3. J. Roswell Gallagher, M.D., I. H. Goldberger, M.D., Grace T. Hallock, **Health For Life.** Ginn and Company, Boston, Mass. 1964.
4. James Nicoli, Ed. D., Julian Foster, Irwin August, **Your Health Today and Tomorrow.** Laidlaw Brothers, River Forest, Illinois. 1963, Unit 13.
5. Thomas Gordon Lawrence, Jesse Williams Clemensen, R. Will Burnett, **Your Health and Safety.** Harcourt, Brace and World, Inc., New York, New York. Fifth edition, 1963.

B. Materials.
1. Area Red Cross Office:
a. First aid textbook.
b. First aid instruction charts.
c. First aid kits (16 or 24 units)
d. Half ring leg splints.
e. Stretchers.
f. Instructors manual.
g. Examination record.
2. State Department of Health.
a. Medical self-help kit.

C. Films.
1. **Civil Defense in Schools** — 23 min. — black & white, Colorado State University, Fort Collins, Colorado.
2. Objective Survival — 28 min. — black & white, Colorado State University, Fort Collins, Colorado.
3. **First-Aid**
a. Part I — 14 min. color. Colorado State University, Fort Collins, Colorado.
b. Part II — 14 min. color. Colorado State University, Fort Collins, Colorado.
4. **Shelter Living** — 24 min. — color. Office of Civil Defense.
5. **Town of Our Times** — 30 min. — color. Office of Civil Defense.

6. Mountain Plains Educational Media Council.
   a. **Artificial Respiration** — 14 min. — color. Brigham Young University.
   b. **First Aid Fundamentals** — 10 min. Brigham Young University; Colorado State University; University of Colorado.
   c. **Fractures and Splinting** — 28 min. — color. Brigham Young University.
   d. **Transportation of Injured** — 14 min. — color. Brigham Young University.
7. **If Disaster Strikes** — 13½ in. — color. Office of Civil Defense.
8. **Why Daddy** — 15 min. — black & white. Colorado State Department of Health.
9. **Help Prevent Fires** — 20 min. — color. Colorado State Department of Health.
10. Which Do You Choose — 30 min. — color. Colorado State Department of Health.

D. Pamphlets.
1. Office Civil Defense, **Medical Self Help Training.**
2. Office Civil Defense. **Family Guide Emergency Health Care.**
3. Office Civil Defense, **Natural Disasters** (1966).
4. Office of Civil Defense, **Current Status of Civil Defense in Schools.** No date.
5. Cooperative Extension Service, **Emergency Preparedness.** Colorado State University.
6. North Dakota Department of Health, **Physicians Desk Reference on Poisonings.**
7. U.S. Department of Health, Education and Welfare, **Fireproof your Family.**
8. American National Red Cross, **In Disaster, A. Friend,** 1956.

CHAPTER XVII

Consumer Health Education

Due to the increasing number of fradulent claims, advertisements, nostrums, and quackery presented to the public in the health field, it behooves all high school students to learn the reliable sources of information relating to foods and drugs.

General Aims and Objectives

A. Understand advertising techniques used in sale of food, drugs, and cosmetics.
B. Recognize false and misleading claims.
C. Know sources of reliable information.

CONTENT OUTLINE

A. Purposes of advertising.
B. Motivations used.
1. Fear.
2. Pride.
3. Imitation.
4. Approval.
5. Association.
6. Other.

C. Interpretation.
1. Half-truths, omissions.
2. Inaccuracies.
3. Misleading impressions.
4. Glamorizing photographs.
5. Use of unqualified authorities.

D. Precautions.
1. Read labels carefully.
2. Understand body functions and needs.
3. Seek doctor's advice.

E. Reliable sources of information.
1. Health agencies.
2. Governmental agencies.
3. Professional organizations.
4. Better Business Bureau.
5. Reliable publications.

F. Media.
1. Television.
2. Radio.
3. Press.
4. Billboards.
5. Mailings.

G. Specific problem areas.
1. Medicines.
   a. Modern.
   b. Patent.
2. Foods.
   a. Labels.
   b. Standards.
   c. Additives.
3. Drugs.
   a. Labels.
   b. Directions.
   c. Warnings.
4. Devices.
   a. Electric magnates.
   b. Ultra violet lamps.
   c. Electric vibrators.
5. Quackery.
   a. Healing cults.
   b. Dietary products and food fads.
   c. Cancer cures.
6. Insurance.
   a. Life.
   b. Casualty.
      (1) Health and accident.
      (2) Hospital and surgical.
      (3) Major medical.
7. Cosmetics.

Experiences and Activities

A. Analyze various types of advertising.
B. Identify effective types.
C. Identify false and misleading types.
D. Discuss controls of ads.
E. Visit agencies dealing with ads.
F. Invite specialist to present problems relating to ads and their influence.
G. List and analyze food additives.

References and Materials

A. Periodicals.
   1. **Today's Health,** American Medical Association, 535 N. Dearborn St., Chicago, Illinois.
B. Consumer Protection.
   1. **Foods,** U.S. Food and Drug Administration, Regional Office, 721 19th Street, Denver, Colorado 80202.
   2. **Drugs and Cosmetics,** U.S. Food and Drug Administration, Regional Office, 721 19th Street, Denver, Colorado 80202.
C. Texbooks.
   1. **Drug Abuse; Escape to Nowhere,** NEA Publications, Sales, 1201 Sixteenth Street, N.W. Washington, D.C. 20036.
   2. **Health and Safety for You,** Diehl and Layton.
   3. **Read and Label,** Supt. of Documents, Washington, D.C.
   4. **Education for Consumer Health,** AAHPER, Feb. '65 Report.
   5. **Drug Abuse,** California State Department of Education, Sacramento, California.
D. Films.
   1. **Bennies & Goofballs,** #750, U.S. Food and Drug Administration, Denver, Regional office, Special report, sound, black & white, 20 minutes.
   2. **A Reason for Confidence,** U.S. Food and Drug Administration, Denver, Colorado.

CHAPTER XVIII

Health Careers

There is a critical shortage of trained personnel available to health agencies, hospitals, and the various health professions. High school students considering a choice of careers should be informed of the job possibilities, qualifications, and advantages offered within the field of health.

General Aims and Objectives

A. Coordinate, plan, and program to meet future student needs to health service professions.
B. Maintain current information to answer student inquiries on:
   1. Schools offering training and educational programs in health careers.
   2. Scholarships and other financial assistance available to prospective students.
   3. Prospective annual need in health occupations.
C. Inform prospective students in health careers of information available in school counseling offices.

CONTENT OUTLINE

A. Future prospects.
   1. In demand today.
   2. Employment expected to increase or decrease.
B. Nature of work.
   1. Physical requirements: walk, jump, run, balance, climb, crawl, kneel, stand, turn, stoop, crouch, sit, reach, life, carry, throw, push, pull, handle, finger, feel, talk, hear, see, etc.
   2. Environment of work: Inside or outside, high or low temperature, dry, humid, wet, dusty, dirty, noisy, cramped.
   3. Work with others or alone.
C. Qualifications.
   1. Age — upper and lower age limits for entrance and retirement.
   2. Sex — limit to male or female.
   3. Physical requirements — 20/20 vision, color blindness, average or superior hearing, strength (be specific).
D. Aptitudes—requiring above average I.Q., test scores.
E. Equipment — supplied at self or company cost.
F. Legal requirements.
   1. License, certificate requirements.
   2. In general what they are.
G. Unions, American Medical Association—must you belong?
H. Discriminations against ethnic groups.
I. Preparation for legal requirement or employers' standards.
   1. How long does it take.
   2. Cost.
   3. What does it include.
J. How to get first job.
   1. Examination; apply to employer; joining union; capital to start own business (how much?).
   2. Types and places worker may find work.
K. Advancement: how high, how long.

L. Earnings.
   1. Dependable average figures (week, month, year).
   2. Range of middle 50%.
   3. Beginning wages. Avoid exceptional workers.
   4. Extra earnings.
      a. Commissions.
      b. Free board and room.
      c. Expense allowance for auto travel, etc.
      d. Deductions for uniforms.
      e. Union dues.
   5. Earnings higher or lower in certain parts of United States.

M. Number and distribution of workers.
   1. Use United States census figures, avoid labor union figures.
   2. Men and women (number).
   3. Where in United States (any place).
   4. Do conditions in small towns differ from cities?

N. Advantages and disadvantages.
   1. Hours regular or not, long, short, overtime, Sundays, holidays, vacations?
   2. Employment—regular, seasonal, earning time?
   3. Skills acquired—transferable to other occupations?
   4. Working conditions — hazardous, accidents, diseases, high places, burns, moving objects?
   5. Comparisons — with other occupations requiring same qualifications.

Experiences and Activities

A. Hospital tour — students see medical people working on job.

B. Interview — health career of students choice.

References and Materials

AUDIOLOGIST/SPEECH PATHOLOGIST
American Hearing Society
919 Eighteenth Street, N.W.
Washington, D.C. 20201

BIOCHEMIST
American Society of Biological Chemists
9650 Rockville Pike
Bethesda, Maryland 20014

American Chemical Society
1155 Sixteenth Street, N.W.
Washington, D.C. 20036

BIOENGINEER
Engineers Joint Council
345 East 47th Street
New York, N.Y. 10017

BIOPHYSICIST
American Institute of Physics
335 East 45th Street
New York, N.Y. 10017

CLINICAL PSYCHOLOGIST
American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

Colorado Health Careers Council
1809 E. 18th Avenue
Denver, Colorado 80204

DATA PROCESSING MANAGER
Data Processing Management Association
524 Busse Highway
Park Ridge, Illinois 60068

Electronic Computing Hospital Oriented
c/o Michael Reese Hospital
29th & Ellis Streets
Chicago, Illinois 60616

DENTAL HYGIENIST
American Dental Hygienists' Association
221 East Chicago Avenue
Chicago, Illinois 60611

DENTAL ASSISTANT
American Dental Assistants Association
410 First National Bank Bldg.
LaPorte, Indiana 46350

DENTAL LABORATORY TECHNICIAN
National Association of Dental Laboratories, Inc.
210 Thomas House
1330 Massachusetts Ave., N.W.
Washington, D.C. 20005

DENTIST
American Dental Association
Bureau of Health Education
211 E. Chicago Avenue
Chicago, Illinois 60611

DIETITIAN
The American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

GENERAL HEALTH CAREERS
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Program Services Department
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Public Inquiries Branch
United States Public Health Service
Department of Health, Education, and Welfare
Washington, D.C. 20201

HEALTH EDUCATOR
American Association for Health, Physical Education and Recreation
c/o National Education Association
1201 16th Street, N. W.
Washington, D.C. 20036

Society of Public Health Educators
81 Hillside Road
Rye, New York 10580

HOSPITAL ACCOUNTANT
American Association of Hospital Accountants
840 North Lake Shore Drive
Chicago, Illinois 60611

HOSPITAL ADMINISTRATOR
American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

Association of University Programs in Hospital Administration
1642 East 56th Street
Chicago, Illinois 60637

Association of University Programs in Hospital Administration
1642 East 56th Street
Chicago, Illinois 60637

HOSPITAL PHARMACIST
American Pharmaceutical Association
2215 Constitution Avenue, N.W.
Washington, D.C. 20037

American Society of Hospital Pharmacists
4630 Montgomery Avenue
Washington, D.C. 20014

INHALATION THERAPIST OR TECHNOLOGIST
American Association of Inhalation Therapists
332 South Michigan Avenue
Chicago, Illinois 60604

HEALTH SCIENTIST
Commission of Health Careers
National Health Council
1790 Broadway
New York, New York 10019

LABORATORY ASSISTANT CERTIFIED
Board of Certified Laboratory Assistants
9500 South California Avenue
Evergreen Park, Illinois 60642

LICENSED PRACTICAL NURSE
National Association for Practical Nurse Education and Service
535 Fifth Avenue
New York, New York 10017

National Federation of Licensed Practical Nurses, Inc.
250 West 57th Street
New York, New York 10019

National League for Nursing, Inc.
10 Columbus Circle
New York, New York 10019

MEDICAL ASSISTANT
American Association of Medical Assistants, Inc.
510 North Dearborn Street
Chicago, Illinois 60610

MEDICAL TECHNOLOGIST AND CYTOTECHNOLOGIST
National Committee for Careers in Medical Technology
1515 New Hampshire Avenue, N.W.
Washington, D.C. 20036

MEDICAL LIBRARIAN
Medical Library Association
919 North Michigan Avenue
Chicago, Illinois 60611

MEDICAL RECORD LIBRARIAN
American Association of Medical Record Librarians
211 East Chicago Avenue
Chicago, Illinois 60611

MEDICAL SOCIAL WORKER
National Commission for Social Work Careers
345 East 46th Street
New York, New York 10017

MEDICAL TECHNOLOGIST AND MEDICAL TECHNICIAN
Registry of Medical Technologists
American Society of Clinical Pathologists
P.O. Box 44
Muncie, Indiana 47344

AMERICAN SOCIETY OF MEDICAL TECHNOLOGISTS
Suite 25
Hermann Professional Bldg.
Houston, Texas 77025

MICROBIOLOGIST
American Society for Microbiology
115 Huron View Boulevard
Ann Arbor, Michigan

NURSING AIDE, ORDERLY, WARD CLERK, EKG TECHNICIAN, EEG TECHNICIAN
Patricia Sussman
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

NURSE ANESTHETIST
American Association of Nurse Anesthetists
3010 Prudential Plaza
Chicago, Illinois 60601

NUCLEAR MEDICAL TECHNOLOGIST
Registry of Medical Technologists
American Society of Clinical Pathologists
P.O. Box 44
Muncie, Indiana 47344

United States Atomic Energy Commission
Division of Technical Information Extension
Educational Materials Section
P.O. Box 62
Oak Ridge, Tennessee 37830

American Society of Medical Technologists
Suite 25
Hermann Professional Building
Houston, Texas 77025

The American Society of Radiologic Technologists
537 South Main Street
Fond du Lac, Wisconsin 54935

OCCUPATIONAL THERAPIST
The American Occupational Therapy Association
250 West 57th Street
New York, New York 10019

OCCUPATIONAL THERAPY ASSISTANT
American Occupational Therapy Association
250 Park Avenue South
New York, New York 10010

OPTICIAN
Guild of Prescription Opticians of America, Inc.
1250 Connecticut Avenue, N.W.
Washington, D.C. 20036

ORTHOPTIST
American Orthoptic Council
4200 N. Woodward Avenue
Royal Oak, Michigan 48072

OPERATING ROOM TECHNICIAN
American College of Surgeons
55 East Erie Street
Chicago, Illinois 60611

Association of Operating Room Nurses
151 East 50th Street
New York, New York 10022

PROSTHETIST AND ORTHOTIST
American Orthotics and Prosthetics Association
919 18th Street, N.W.
Suite 130
Washington, D.C. 20036

PHYSICAL THERAPIST
American Physical Therapy Association
1790 Broadway
New York, New York 10019

RADIOLOGIC TECHNOLOGIST
American College of Radiology
20 North Wacker Drive
Chicago, Illinois 60611

The American Society of Radiologic Technologists
537 South Main Street
Fond du Lac, Wisconsin 54935

RECREATIONAL THERAPIST
National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Wasihngton, D.C. 20006

National Recreation Association
8 West 8th Avenue
New York, New York 10011

REHABILITATION COUNSELOR
Vocational Rehabilitation Administration
U.S. Dept. of Health, Education and Welfare
Washington, D. C. 20201

American Rehabilitation Counseling
Association
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20005

REHABILITATION COUNSELOR
National Rehabilitation Counseling
Association
1522 K Street N.W.
Washington, D.C. 20005

REHABILITATION TEAM
National Society for Crippled
Children and Adults (Easter Seal)
2023 West Ogden Avenue
Chicago, Illinois 60612

REGISTERED NURSE
National League for Nursing, Inc.
10 Columbus Circle
New York, New York 10019

SPEECH PATHOLOGIST
American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

SURGICAL TECHNICAL AIDE
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

GENERAL INFORMATION
Horizons Unlimited
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610 (free)

Health Careers Guidebook
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402 ($1.50)

Careers in Hospitals
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611 ($1.25)

Career Opportunities
New York Life Insurance Company
Box 51
Madison Square Station
New York, New York 10010 (free)

Professional Schools in the Health Field
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611 (free)

Your Career Opportunities in Hospitals
Chas. Pfizer & Company, Inc.
235 East 42nd Street
New York, New York 10017 (free)

Where to Get Health Career Information
National Health Council
1790 Broadway
New York, New York 10019 (free)

Blueprint for Health: The Hospital People
Blue Cross Association
840 North Lake Shore Drive
Chicago, Illinois 60611 (free)

SCHOLARSHIPS AND LOAN INFORMATION

Colorado State Department of Public Health
Colorado Health Careers Council
1809 East 18th Avenue
Denver, Colorado

The National Foundation
Health Scholarships
800 Second Avenue
New York, New York 10017

"Going Our Way?" color film, 30 min.
Parke-Davis and Company
P.O. Box 118, G.P.O.
Detroit, Michigan 48232

APPENDIX

COLORADO DEPARTMENT OF EDUCATION

REVISIONS OF ACCREDITATION OF COLORADO SCHOOLS

SECTIONS WHICH PERTAIN TO HEALTH EDUCATION

Page 13 — #14

1. Elementary classroom teachers have completed a basic health education course as minimum preparation.
2. Teachers who teach secondary health education units, whether they are scheduled in science, physical education, separate health education courses, or other courses, have completed basic courses in community health and individual health.

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A health education course or unit content includes personal, school, community health, safety, first aid, nutrition, family life and sex education, effects of alcohol, tobacco, narcotics, mental health, and other related units, at appropriate grade levels.

July 1968

REVISIONS OF THE EVALUATIVE INSTRUMENTS SECTIONS WHICH PERTAIN TO HEALTH AND SAFETY INSTRUCTION

Page 5

Health problems and their solutions need to be presented in an integrated and meaningful context that eventually helps the learner to see the biological, social, cultural, economic, and political implications of his actions in regard to health matters. The concept of health education must be broadened gradually to include an understanding of the individual's responsibility in helping to solve family, community, national, and world health problems.

1. A qualified, interested teacher is assigned to teach health education.
2. Properly designed facilities are provided.
3. The school provides and uses a health and safety curriculum guide.
4. Current, varied, quality instruction materials are provided and used.
5. (a)—A planned program of sequential topics or units in health education is provided in appropriate courses in grades K-6.
   (b)—At least one course in health education is provided for pupils in grades 7, 8, or 9.
   (c)—At least one course in health education is provided for pupils in grades 10, 11, or 12.
6. A definite program is in effect to plan, evaluate, and coordinate the health program.
7. The following are important elements of a good health instruction program and should be taught in increasing depth, developing both individual and group responsibility:
   (a)—Growth and development.
   (b)—Alcohol, tobacco, and narcotics.
   (c)—Nutrition and eating practices.
   (d)—Proper rest and sleep.
   (e)—Disease prevention and control.
   (f)—First aid and survival techniques.
   (g)—Family life and sex education.
   (h)—Care of eyes, ears, and teeth.
   (i)—Personal hygiene.
   (j)—Personal responsibility in community health and sanitation:
      1) Air
      2) Water
      3) Food
   (k)—Safety and accident prevention.
   (l)—Mental health.
   (m)—Consumer health.
   (n)—Health career resources.

K-12 WORKSHOP ON SCHOOL HEALTH

Suggested References in School Health:

American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

- Evaluation Instruments in Health Education — (244-07528) 25¢
- Education for Consumer Health — (244-07526) — 35¢
- How to Educate High School Students in Oral Hygiene—(244-07408) 25¢
- Preparing the Health Teacher — (244-06942) $1.50
- Smoking: The School's Responsibility — (244-07580) 100 for $1.50
- Synthesis of Research in Selected Areas of Health Instruction — (244-07570) $2.00
- Teaching Dental Health to Elementary School Children (Classroom Teacher Series)—(244-06946) 75¢
- Teaching Nutrition in the Elementary School — (244-06948) 75¢
- Teamwork in School Health — (244-06940) 75¢
- As Others See Us — (244-06950) 25¢
- Health Appraisal of School Children — (244-06952) 70¢
- Health Aspects of the School Lunch Program — (244-07412) 50¢
- Health Education — (381-11532) $5.00
- Health of School Personnel — (244-07004) 75¢
- Healthful School Living — (381-11504) $5.00
- Mental Health and School Health Services — (244-07642) 40¢
- Physical Growth Chart for Boys — (244-06960) Min. quantity 25: $2.50; over 25: 10¢ each.
- Physical Growth Chart for Girls — (244-06962) Min. quantity 25: $2.50; over 25: 10¢ each.
- School Health Services — (381-11542) $5.00
- Suggested School Health Policies — (244-06966) 40¢
- Why Health Education — (244-07640) 20¢
- A Story About You — (244-06854) 30¢
- Approaching Adulthood — (244-06976) 30¢
- Facts Aren't Enough — (244-06978) 30¢
- Finding Yourself — (244-06846) 30¢
- Parents' Responsibility — (244-06852) 30¢
- Health Packet For Elementary School — (244-07096) $4.20
- Health Packet for Secondary School — (244-07098) $4.20
- Health Packet For Elementary-Secondary Schools — $5.00
- Annual Safety Education Review 1968—(244-07950) $1.00
- Safety and Driver Education — (244-6986) $2.00 (in packets only)
- Suggested School Safety Policies: Accident Prevention in Physical Education, Athletics, and Recreation — (244-07070) 75¢
- Teaching Safety in the Elementary School — (244-06990) 75¢

Colorado Department of Education

- Providing a Healthful School Environment
- Community Resources for School Health
- Vision and Hearing of Colorado School Children
- The Children You Teach — Their Growth and Health

Other Sources of Materials on School Health:

- Colorado Department of Public Health, 4210 E. 11th Avenue, Denver, Colorado 80220
- Tri-County Tuberculosis Assn., 1633 Vine, Denver, Colorado 80206
- Colorado Heart Association, 1375 Delaware, Denver, Colorado
- Colorado Dairy Council, 935 - 11th Street, Denver, Colorado
- Colorado Council on Smoking and Health
  Available thru: Dr. Roger Mitchell, Colorado Medical School, 4200 - 9th Avenue, Denver, Colorado.
  American Cancer Society, 1764 Gilpin, Denver, Colo.
- Mile High Red Cross, 170 Steele, Denver, Colorado
- American Medical Assn., 535 N. Dearborn St., Chicago, Ill. 60610
- American School Health Assn., 515 E. Main St., Kent, Ohio
- Planned Parenthood Federation of America, 515 Madison Avenue, New York, N.Y. 10022
- National Safety Council, 425 N. Michigan Avenue, Chicago, Ill. 60611
- National Commission on Safety Education (NEA), 1201 - 16th Street, N.W., Washington, D.C. 20036
- Narcotics Education, Inc., Box 4390, Washington 12, D.C.

PRIMARY AND INTERMEDIATE

PRIMARY

Chapter I

Safety and Accident Prevention
General Aims and Objectives

Outline

A. Civil Defense—Disaster
B. Firearms, Explosives and Fireworks
C. Fire Prevention
D. Home Safety
E. Pedestrian Safety
F. Passenger Safety
G. School Safety Patrol
H. Safety in and around School
I. Safety in Physical Education
J. Safety at Unsupervised Play
K. Student Accident Records and Analysis

Chapter II

Mental, Emotional, and Social Health
General Aims and Objectives

Outline

A. Friendship
B. Accepting Responsibilities
C. Developing Hobbies and Recreational Interests
D. Some of our Feelings
E. Accepting Decisions "If things do not go our way."
F. Facing Some Common Problems
G. Courtesy and Kindness
H. Having Good Manners
I. Relationships with Parents, Teachers, and Others

Chapter III

Family, School, and Community Health
General Aims and Objectives

Outline

A. Family Health
B. School Health
C. Community Health

ELEMENTARY

PRIMARY AND INTERMEDIATE

INTERMEDIATE

Outline

A. Civil Defense—Disaster
B. Firearms, Explosives and Fireworks
C. Fire Prevention
D. Home Safety
E. Pedestrian Safety
F. Passenger Safety
G. School Safety Patrol
H. Safety in and around School
I. Safety in Physical Education
J. Safety at Unsupervised Play
K. Bicycle Safety
L. First-Aid
M. Water Safety

Outline

A. Getting Along and Thinking of Others
B. The Feeling and Benefits of Doing Something for Others
C. Respect for Self and Others
D. Accepting Differences in Others and in Oneself
E. Accepting Criticism
F. Evaluation of Peer Group Relationships
G. The Importance of Facing Reality
H. The Importance of Self-Discipline
I. Developing Social Skills
J. Growing Mentally, Socially, and Emotionally

Outline

A. Family Health
B. School Health
C. Community Health

Chapter IV

Personal Health Practices
General Aims and Objectives

Outline

A. Care of the Body
B. Foods and Nutrition

Outline

A. Care of the Body
B. Foods and Nutrition

Chapter V

Prevention and Control of Disease
General Aims and Objectives

Outline

A. Introduction of School and Health Personnel
B. Proper Health Habits

Outline

A. Introduction of School Health and Other Personnel
B. Understand Why Health Records Are Kept by the School as well as Family Doctor
C. Transmission of Diseases
D. Methods of Prevention
E. Methods of Control of Communicable Diseases
F. Rules of Living You Should Follow to Maintain Best Possible Resistance to Disease
G. Common Infectious Diseases for Which No Vaccine Has Yet Been Found
H. Common Communicable Diseases of Childhood

Chapter VI

Alcohol, Tobacco, and Health
General Aims and Objectives

Outline

A. Alcohol
B. Tobacco

JUNIOR HIGH SCHOOL

Chapter VII

Growth and Development
General Aims and Objectives

Outline

A. Physical Growth and Development
B. Characteristics of Growth
C. Needs While Growing
D. The Skin—Your Body Covering
E. Body Cells
F. Endocrine Glands
G. Skeletal System
H. Respiratory System
I. Circulatory System
J. Nervous System
K. Digestive System
L. Urinary System
M. Reproductive System
N. Posture

Chapter VIII

Mental Health
General Aims and Objectives

Outline

A. Mental Health Expressed Through Personality
B. Personality Interrelated to Mental Health

Chapter IX

Personal Health Practices
General Aims and Objectives

Outline

A. Nutrition
B. Dental Health
C. Care of the Skin

SENIOR HIGH SCHOOL

Chapter XIII

School and Community Health
General Aims and Objectives

Outline

A. School Health Services
B. Health Department Organization
C. National Health Services
D. Voluntary Health Organizations

Chapter XIV

Prevention and Control of Disease
General Aims and Objectives

Outline

A. Communicable Diseases
B. Non-Communicable Diseases
C. Prevention and Control of Disease

Chapter XV

Family Living and Sex Education
What Is Family Living and Sex Education?
General Aims and Objectives

Outline

A. The Role of the Family in Society
B. Preparation for Marriage
C. Marriage Adjustment
D. Parenthood
E. Family Living
F. Adjustments for Single Persons
G. Adjustment to Later Life
H. Problems in Sex Behavior

Chapter X

Effects of Harmful and Destructive Substances
General Aims and Objectives

Outline
A. Alcohol
B. Tobacco
C. Drugs

Chapter XI

Environmental Sanitation
General Aims and Objectives

Outline
A. Need for Environmental Sanitation
B. Sanitation Services of the Health Department
C. Fields for Education, Inspection, and Health Department Control

Chapter XII

First Aid
General Aims and Objectives

Outline
A. Need for First Aid—Shock
B. Wounds—Dressing and Bandages
C. Bruises—The Circulatory System
D. Bleeding
E. Special Wounds and Eye Injuries
F. Breathing and Artificial Respiration
G. Poisoning
H. Bones—Fractures

Chapter XVI

Emergency Procedures
General Aims and Objectives

Outline
A. First Aid
B. Disaster Preparedness

Chapter XVII

Consumer Education
General Aims and Objectives

Outline
A. Purposes of Advertising
B. Motivation Used
C. Interpretation
D. Precautions
E. Reliable Sources of Information
F. Media
G. Specific Problem Areas

Chapter XVIII

Health Careers
General Aims and Objectives

Outline
A. Future Prospects
B. Nature Work
C. Qualifications
D. Aptitudes
E. Equipment
F. Legal Requirements
G. Unions and Professional Associations
H. Discriminations
I. Preparation
J. Entrance
K. Advancement
L. Earnings
M. Number and Distribution of Workers
N. Advantages and Disadvantages

END

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